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# Understanding the Volunteer Youth Coaching Environment: A Psychological Contract Perspective

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A thesis submitted in partial fulfillment of the requirements for the degree in Doctor of Philosophy  
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UNDERSTANDING THE VOLUNTEER YOUTH COACHING ENVIRONMENT: A  
PSYCHOLOGICAL CONTRACT PERSPECTIVE

(Thesis format: Integrated Article)

by

Alanna Harman

Graduate Program in Kinesiology

A thesis submitted in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy

The School of Graduate and Postdoctoral Studies  
The University of Western Ontario  
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## Abstract

The purpose of this dissertation was to explore the volunteer youth coaching environment using psychological contract theory. Psychological contract posits that volunteers and their organization have implicit and explicit expectations of each other, and the breach and fulfillment of these expectations impact volunteers' attitude and intended behaviour.

Study 1 explored the content of volunteer coaches' psychological contract, and influences to the development of it. Interviews with 22 volunteer coaches of team sports, representing different genders (female, male), coaching tenure (novice, experienced), and levels of play (recreational, competitive) were included to account for possible variation based on these demographic factors. The results revealed that volunteer coaches possess both transactional and relational expectations of themselves and their club. Coaches' most frequently cited expectations of their sport club were fundamental resources and club administration (transactional), and coach support (relational), while their most common expectations of themselves were technical expertise (transactional) and leadership (relational). Variation was found to exist by coaching tenure (novice, experienced) and level of play (recreational, competitive). Sources external to the club primarily influenced the content of volunteer coaches' psychological contract.

Study 2 built upon the conceptual framework revealed in Study 1 by developing a survey measure to assess the content and fulfillment of volunteer coaches' psychological contract, as well as the impact of contract fulfillment on coaches' satisfaction, commitment, and intent to continue. A sample of 187 volunteer sport coaches completed an online survey. The results indicated that contract fulfillment positively predicted satisfaction, commitment, and intent to continue. Interestingly, the factor of extra

opportunities revealed a negative relationship with commitment, suggesting that fulfillment of expectations can have a negative impact on attitude.

Study 3 investigated the content of sport clubs' psychological contract. Focus groups were conducted with three sport clubs that had both recreational and competitive programming, and relied on volunteer coaches to carry out their programming. Sport clubs' common expectations of themselves were fundamental resources, club administration, and formal training (transactional), and coach support and conflict resolution (relational). Their common expectations of coaches were team administration, certification, and assigned coaching role (transactional), and team leadership, positive experience, and professionalism (relational). The results suggest some incongruencies of expectations between sport clubs and their coaches.

*Keywords:* psychological contract, volunteer coaches, community sport



### Co-Authorship Statement

The information presented in this dissertation is my original work; however, I would like to acknowledge the important contributions of my advisor, Dr. Alison Doherty. Her insight and guidance helped shape this dissertation and strengthen the final product.

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## **Introduction**

Volunteer youth sport coaches are integral to the production of youth sport opportunities and the importance of recruiting and retaining these volunteers is highlighted in sport development strategies (Australian Sport, 2010; Canadian Heritage, 2012; SportScotland, nd). Volunteer youth sport coaches are those involved in community sport at both the participation or performance level, which generally includes both children and adolescents (Côté & Gilbert, 2009). Volunteer coaches are a distinct group of volunteers because of their direct impact on sport program delivery. As Cuskelly, Hoye, and Auld (2006, p. 123) note, “coaches are often the most tangible manifestation of organizational quality and effectiveness in the sport context and are a crucial component of the sport experience for most participants.” It is alarming to note that in spite of the essential role that volunteers play in youth sport there is a decreased trend of volunteering in sport (Breuer & Wicker, 2009, 2010; Cuskelly, 2005; Nichols, 2005). As such, it is important to understand the volunteer youth sport coaching environment, and particularly factors that impact on coaches’ attitude and intentions towards continued volunteerism.

Examination of psychological contract in the paid workforce has shown it to be an important tool in understanding employees’ attitude and behaviour in terms of their satisfaction and retention (Conway & Briner, 2005). The psychological contract has been defined as “the perceptions of both parties to the employment relationship – organization and individual – of the reciprocal promises and obligations implied in that relationship” (Guest & Conway, 2002, p. 22). The fulfillment, breach or violation of the contract is purported to significantly impact individuals’ attitude and behavior towards the organization (Conway & Briner, 2005); specifically, contract fulfillment in the workplace



has been shown to positively impact employee satisfaction and retention (Robinson, 1996; Turnley & Feldman, 1999, Tekleab & Taylor, 2003).

The fruitfulness of this tool has recently been applied to the sport volunteer context (Kim, Trail, Lim, & Kim, 2009; Nichols & Ojala, 2009; Smith, 2004; Taylor, Darcy, Hoye, & Cuskelly, 2006), and has similarly found its fulfillment to positively impact volunteer satisfaction and retention (Kim et al., 2009). However, previous research to explore the volunteer context has often borrowed tools that are designed for the paid work-force, or have only explored the relational element of volunteers psychological contract. Psychological contracts represent what volunteers and their organization expect to provide, and what they expect to receive in return (Conway & Briner, 2005). The content of the psychological contract have empirically been shown to be categorized into either transactional or relational elements (Coyle-Shapiro & Kessler, 2000; Millward & Hopkins, 1998; Rousseau, 1990, 2001). The content of the exchange agreement is idiosyncratic to the holder (Rousseau, 1995), and thus scholars have argued that context is critical to understanding what comprises the psychological contract (Anderson & Schalk, 1998; Cassar & Briner, 2009; Chu & Kuo, 2012; Guest, 2004; Guest & Conway, 2002; Kickul & Liao-Troth, 2003; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998). Given these considerations, psychological contract measures that capture universal practices are criticized for lacking the ability to tap into unique aspects of different contexts (Conway & Briner, 2005; Rousseau & Tijoriwala, 1998).

Given the impact that psychological contracts have on volunteers' attitude and behaviour, there has been considerably little research as to how the psychological contract is formed (Conway & Briner, 2005; Rousseau, 2001). What little research there

is indicates three forces that shape its development: the organization knowingly or unknowingly is shaping the contracts of its volunteers from their first contact during the recruitment phase, and initial socialization (De Vos, Buyens, & Schalk, 2003; Guest & Conway, 2002; Thomas & Anderson, 1998); individuals' experiences pre-dating their involvement with the organization impact the content of their psychological contract (Rousseau & Schalk, 2000); and, society in general shapes one's expectations of an organization (i.e., traditions and norms within a society) (Rousseau & Schalk, 2000).

Given the reciprocal nature of the psychological contract, it is critical that both parties to the contract are considered (Conway & Briner, 2005; Coyle-Shapiro & Kessler, 2000, 2002; Guest & Conway, 2002; Lester, Turnley, Bloodgood, & Bolino, 2002; McFarlane Shore & Tetrick, 1994; Tekleab & Taylor, 2003). Exploring the organization's perspective provides insight into its contract and allows consideration of incongruency (expectations unknown), and/or renegeing of expectations (not fulfilling known expectations) that may occur between an organization and its employees or volunteers (Coyle-Shapiro & Kessler, 2000).

This dissertation addresses several aspects of the psychological contract in order to enhance our understanding of the volunteer youth sport coach environment. It looks to explore the content of the psychological contract from both the volunteer and the sport clubs' perspectives, how psychological contracts are shaped from both parties' perspectives, and finally examine the impact of fulfillment on volunteers' attitude and intent to continue with their club. All of the studies were conducted with the University of Western Ontario ethics approval (see Appendix A).

Study 1 examined the content of volunteer youth sport coaches' psychological contract. Semi-structured interviews were conducted with 22 volunteer coaches to elicit

their expectations of themselves and their sport club. A priori coding of transactional and relational elements was initially conducted, followed by emergent coding to identify specific elements of the psychological contract. Data analysis also considered potential variation of the contract based on gender (female, male), tenure (novice, experienced), and level of play (recreational, competitive). Nichols (2012) promotes the use of qualitative methods during the initial investigation of the psychological contract so as to allow for unique nuances of the context to be captured. The findings from this study revealed several items unique to the volunteer coaching context that would not have been captured had a generalized psychological contract survey tool been utilized. Volunteer coaches emphasized both transactional and relational aspects of their contract, and several variations based on tenure and level of play were observed. This research also uncovered that volunteer coaches perceive their psychological contract to be heavily influenced by sources external to their sport organization. Having uncovered a preliminary framework through this qualitative analysis, additional investigation was required to further develop the framework and test the psychological contract theory in the volunteer youth sport coach context.

Study 2 built on the preliminary framework uncovered in Study 1 to further establish the content of the coaches' psychological contract as well as evaluate the impact of contract fulfillment (or breach) on coaches' role satisfaction, commitment, and intent to continue. Volunteer youth sport coaches ( $N = 187$ ) were surveyed regarding what things they expect their sport club to provide to them, and what they expect to provide in return. As well, participants identified how well their club fulfilled their expectations. Measures of coach satisfaction, commitment, and intent to continue were also included. The results indicated that, overall, coaches' psychological contracts are slightly

unfulfilled by their sport clubs. Contract fulfillment was found to significantly and positively predict coaches' satisfaction, commitment and intent to continue, with the provision of coach support and positive coach environment making a unique contribution. The findings also revealed that the fulfillment of coaches' expectation for extra opportunities had a negative relationship with their commitment, indicating that fulfilling this expectation can decrease coaches' commitment to their sport club.

The reciprocal nature of the psychological contract intuitively advocates for the consideration of both parties to the agreement. In spite of this, much of the research to date has focused on the employee perspective (Conway & Briner, 2005). As such, the purpose of Study 3 was to explore the content of the psychological contract from the sport clubs' perspective. Focus groups were conducted with three youth sport clubs to uncover the clubs' expectations of themselves and their volunteer coaches. The findings support the notion that organizations can possess a psychological contract (Conway & Briner, 2005; Coyle-Shapiro & Kessler, 2000, 2002; Guest & Conway, 2002; Lester et al., 2002; McFarlane Shore & Tetrick, 1994; Tekleab & Taylor, 2003). The findings also revealed that sport clubs had common transactional and relational expectations of themselves and their volunteer coaches. However, the clubs' expectations of their volunteer coaches revealed some variation amongst the clubs. A comparison of the results with those from Study 2 also indicated that coaches' and sport clubs' psychological contracts were quite similar; however, some incongruencies appeared to exist in terms of the expectations for the coaching role itself, and who was responsible for various aspects of a positive coaching environment.

This dissertation concludes with a summary of important results where contributions to psychological contract theory are outlined and implications for sport

managers are presented. Suggestions for future research regarding the psychological contract in the volunteer youth sport environment are also highlighted in the final chapter.

Each chapter of this dissertation was prepared in a submission-ready manuscript style where each study has its own distinct purpose. Thus, the information presented in the introductory section may be repeated in subsequent sections of the following studies. Specifically, each chapter is related to the examination of psychological contract theory in the volunteer youth sport coaching environment, opening with an overview of this theoretical framework and its utility in this particular context.

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## Study 1

### The Psychological Contract of Volunteer Youth Sport Coaches

Volunteer youth sport coaches are an important human resource in the sport and recreation sector, and a vital component to the production of youth sport opportunities. In Canada, for example, two million persons volunteer as youth sport coaches (Coaching Association of Canada, 2007). The importance of recruiting and retaining capable volunteers, and having sport programs delivered by qualified coaches is highlighted in the *Canadian Sport Policy 2012* (Canadian Heritage, 2012). Indeed, youth sport coaches are the focus of sport development strategy in many countries, including Australia (Australian Sport, 2010) and Scotland (SportScotland, nd), and are recognized in the *International Sport Coaching Framework* of the International Council for Coaching Excellence (2012). Volunteer youth sport coaches are commonly known to be those involved in community sport at both the participation or performance level, which generally includes both children and adolescents (Côté & Gilbert, 2009). Thus, it is important to understand factors in the coaching environment that may impact coaches' attitudes, performance, and retention (cf. Cuskelly, Hoye, & Auld, 2006).

Psychological contract theory provides a useful framework for examining the work environment, in both the paid and volunteer contexts (Conway & Briner, 2005; Stirling, Kilpatrick, & Orpin, 2011). With its basis in social exchange theory, the psychological contract comprises an individual's perception of what they expect from their organization (e.g., decent pay, safe work environment, opportunity for advancement) and what they expect to provide to the organization in return (e.g., hard work, loyalty, quality work).<sup>1</sup> The fulfillment, breach or violation of that contract is purported to significantly impact individuals' attitude and behavior towards the

organization (Conway & Briner, 2005), and there is evidence to support this (e.g., Ali, Haz, Ramay, & Azeem, 2010; Kingshott & Pecotich, 2007; Turnley & Feldman, 1999). There are important implications for the management of individuals' psychological contract to ensure an effective work environment.

Psychological contract may be particularly germane to the volunteer environment where individuals do not, by definition, have expectations for financial remuneration from the organization (Cnaan, Handy, & Wadsworth, 1996; Pearce, 1993), and thus "are not bound to the organizations they 'work' for by the usual ties of employment" (Nichols, 2012, np). Volunteers are less likely than employees to have a written contract, or at least one as explicit in outlining the organizations' expectations (Nichols, 2012; Pearce, 1993). Thus, the psychological contract likely carries great weight in volunteers' understanding of their involvement with the organization and may be a critical aspect of their work environment.

Given that psychological contract is based on implicit and explicit promises between an organization and employee or group of employees, or volunteers, it is purported to be unique to a particular context (e.g., Guest & Conway, 2002; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998). Given the unique nature of volunteering, scholars have argued that psychological contract warrants investigation specific to that context (Nichols, 2012; Vantilborgh, Bidee, Pepermans, Willems, Huybrechts, & Jegers, 2012). It is argued in this study that psychological contract warrants consideration with regard to the role of volunteer youth sport coaching in particular.

Volunteer youth sport coaches are a unique group of volunteers because of what their role entails. Like other community sport volunteers they can play a critical role in youth and sport development (Cuskelly et al., 2006). However, they are distinct from that

broader group in that they are front-line volunteers directly responsible for the delivery of sport clubs' primary programs/services. As Cuskelly et al. (2006, p. 123) note, "coaches are often the most tangible manifestation of organizational quality and effectiveness in the sport context and are a crucial component of the sport experience for most participants." Youth sport coaches plan, lead and evaluate practice and competition sessions (International Council for Coaching Excellence, 2012), for the purpose of "improvement of an individual's or team's sporting ability, both as a general capacity and as specific performances" (Lyle, 2002, p. 38). In addition to directing and managing this process, coaches may also take on administrative or other "non-intervention" tasks (Lyle, 2002, p. 49). Further, they are often the most visible representative of the club, interacting with a multitude of stakeholders (participants, parents, officials). This range of tasks tends not to be associated with other sport volunteer roles such as administration or fundraising. As a result, volunteer coaches also tend to contribute more hours to their clubs than other volunteer positions (Cuskelly et al., 2006; Doherty, 2005; Rundle-Thiele & Auld, 2009).

The purpose of this study is to uncover the psychological contract of volunteer youth sport coaches. In doing so, the findings present a conceptual framework of the phenomenon in this context and extend theory and research on psychological contract in general.

Three research questions guide this study:

1. What is the psychological contract of volunteer youth sport coaches?
2. Does the psychological contract of volunteer youth sport coaches vary by their gender, level of play (recreational, competitive), and/or tenure (novice, experienced)?

3. What factors are perceived to influence the development of the volunteer youth sport coaches' psychological contract?

## **Review of Literature**

### **The Psychological Contract**

Psychological contract theory is derived from the concepts of psychological and implied contracts as described by Argyris (1960), Levinson (1962) and Schein (1965). Its contemporary conceptualization is largely guided by the work of Rousseau (1989, 1995, 1998, 2004), who defines it as, “individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization” (Rousseau, 1995, p.9). The current study utilizes Rousseau’s definition as it encapsulates the essential attributes of exchange (among employee and employer), and the employee’s subjective interpretation of the conditions of the contract.

Research on psychological contract has considered its content, with scholars proposing several typologies for categorizing different types of employee expectations (Conway & Briner, 2005). Empirical evidence has shown support for transactional and relational contracts (Coyle-Shapiro & Kessler, 2000; Millward & Hopkins, 1998; Rousseau, 1990, 2001). A transactional contract involves the expectation of the provision of tangible rewards, typically although not exclusively monetary in nature, in return for the completion of tasks within a set timeframe (Millward & Hopkins, 1998). For example, employees may expect to be compensated for satisfactory completion of their job, and may also expect a safe working environment and training as needed. The terms of a transactional contract tend to be highly specified and relatively explicit (Conway & Briner, 2005). In contrast, relational contracts are based on socio-emotional exchanges between the individual and the organization that generally take place over longer time

frames; for example, employees who go above and beyond in the workplace may expect the organization to appreciate their efforts (Conway & Briner, 2005). The content of the relational contract is more likely to be implicit and evolve throughout the employee's relationship with their employer. Importantly, an employee's psychological contract can comprise both transactional and relational elements. Empirical evidence indicates that the two types of contracts are not simply opposite ends of a single continuum and thus can vary independently from one another (Coyle-Shapiro & Kessler, 2000; Rousseau, 1990).

In one of the earliest efforts, Rousseau (1990) developed a survey to measure transactional and relational components of the psychological contract of recently employed MBA graduates, and later adapted this tool into the Psychological Contract Inventory (PCI; Rousseau, 2000). The transactional elements of the PCI focus on both the employee and employer's expectations for the completion of a narrow and well-defined set of duties, while the relational elements focus on expectations for loyalty and commitment on behalf of both the employee and employer. Several other survey-based frameworks also empirically distinguish transactional and relational elements (Coyle-Shapiro & Kessler, 2000; Millward & Hopkins, 1998; Raja, Johns & Ntalianis, 2004; Tekleab & Taylor, 2003). These frameworks are also set in the paid work context and, like the PCI, typically focus on employee obligation to do assigned work (transactional) and demonstrate loyalty to the organization (relational), and employer obligation to compensate (transactional) and demonstrate concern for the employee (relational). Rousseau and Tijoriwala (1998) and Conway and Briner (2005) note the limitations of these types of tools as they are based on universal organizational practices and cannot capture the potentially unique aspects of the psychological contract in different contexts.

Although the basic social exchange process underlying psychological contract may be expected to hold among different types of workers and organizations (Farmer & Fedor, 1999), research indicates that the contract itself can vary according to the particular context; for example, national culture (Rousseau & Schalk, 2000), context stability (Rousseau & Tijoriwala, 1998), the nature of an organization's human resource practices (Guest & Conway, 2002), and worker status (permanent vs. temporary, blue-collar vs. white-collar; Ellis, 2007; McDonald & Makin, 2000). As such, it is important to understand and take into consideration the features or elements of a contract in a given context, or even for a given role (Rousseau & Tijoriwala, 1998). Scholars have continued to argue that the unique nature of volunteering in particular warrants understanding of the psychological contract specific to that context (e.g., Nichols, 2012; Vantilborgh et al., 2012).

A few scholars have also examined variation in psychological contract according to demographic factors, based on the premise that employees' expectations will likely differ by characteristics like age and gender (Bellou, 2009) and personality (Liao-Troth, 2005; Raja et al., 2004). Bellou (2009, p. 813) found significant differences in the "psychological contract pattern" of male and female employees, as well as significant differences among 18-34 year olds, 35-54 olds, and those 55 and older. Raja et al. (2004) and Liao-Troth (2005) found significant associations between different personality types and the strength of relational and transactional contracts of paid workers and volunteers, respectively. The findings highlight the subjectivity of the psychological contract and the notion that expectations can vary among different cohorts of employees (Bellou, 2009).

Another important consideration is how a psychological contract is formed (Conway & Briner, 2005). However, although psychological contract is purported to be a

meaningful aspect of the work environment, with important implications for organizational behavior, there has been relatively little consideration of the influences on the contract (Conway & Briner, 2005; Rousseau, 2001). Rousseau's (1995) definition contends that the individual's expectations are "shaped by the organization" (p. 9); however, Conway and Briner (2005) note the ongoing debate about the role of factors external to the organization as well as individuals' experiences that pre-date the current organizational relationship. They distinguish influences outside the organization (pre-employment experiences, non-work experiences, broader environment), organizational factors (the organization itself – e.g., policies; and individual agents in the organization – e.g., manager, coworkers), and individual and social factors (e.g., personality, workplace socialization) (Conway & Briner, 2005). The limited research to date suggests that employees' expectations are significantly influenced by their initial socialization into the organization (De Vos, Buyens, & Schalk, 2003; Thomas & Anderson, 1998) and by their organizations' human resource practices (Guest & Conway, 2002). Together, these few studies highlight the role of formal organizational activities in the development of psychological contract. However, Rousseau and Schalk (2000) note the impact of the individual, the organization and society in general on the development of one's psychological contract, while Guest (2004) stresses the importance of context for its development.

### **Psychological Contract of Volunteers**

Only relatively recently has research begun to examine the nature and impact of the psychological contract of volunteers in general (Blackman & Benson, 2010; Farmer & Fedor, 1999; Liao-Troth, 2001, 2005; Smith, 2004; Starnes, 2007; Stirling, Kilpatrick & Orpin, 2011; Vantilborgh et al., 2012), and within the sport setting specifically (Kim,



Trail, Lim, & Kim, 2009; Nichols & Ojala, 2009; Taylor, Darcy, Hoye, & Cuskelly, 2006). Most of the earlier studies adopted employee-based frameworks that critics argue do not fully capture the nature and unique nuances of the volunteer work environment and volunteer-organization relationship (Nichols, 2012; Nichols & Ojala, 2009; Vantilborgh et al., 2012). Liao-Troth's (2001) adaption of Rousseau's (2000) PCI to the volunteer context is included in those criticisms (e.g., Nichols & Ojala, 2009; Taylor et al., 2006). Notably, it continues to be contended that volunteers' contracts will be more characterized by relational than transactional elements, given the nature of their involvement (e.g., Farmer & Fedor, 1999; Kim et al., 2009; Taylor et al., 2006).

A few scholars, including Blackman and Benson (2010), Smith (2004), and Vantilborgh et al. (2012), have rejected the employee-based approach and explored elements of psychological contract in various volunteer settings. Together, their work has identified elements such as autonomy, two-way communication, credibility, and social relationships as perhaps unique expectations that volunteers have of their organization, and contribution to the organization's mission, dedication of extra hours, and taking initiative as expectations volunteers have of themselves. Uncovering these elements serves to highlight the distinct psychological contract of volunteers, and reinforces the notion of context-specific variations in this phenomenon. However, Smith concluded that these reflect basic elements of a volunteer's psychological contract and that other elements that are specific to certain roles likely exist. The current study builds on this research by exploring the content and possible variation of the psychological contract within the context of volunteer youth sport coaching.

## Method

### Participants

Semi-structured in-depth interviews were conducted with volunteer coaches who self-identified as coaches of youth sport, representing different sports in one community (population 350,000). Participants were recruited from the sports of basketball, volleyball, soccer, baseball, hockey, lacrosse, and softball. These sports were deemed to have the best representation of both men and women coaches, and competitive and recreational programs. Participants were purposefully sampled in an effort to capture and account for possible variation in psychological contract among youth sport coaches by gender, tenure (novice, experienced), and level of play (recreational, competitive).

Participants were recruited via e-mail. Specifically, club administrators from 36 different organizations were e-mailed a letter explaining the purpose of the study, with a letter of information and invitation to participate embedded in the e-mail (see Appendix B). The club administrator was asked to forward the e-mail to a variety of youth sport coaches who represented the different variables. A reminder email was sent to the administrator asking him or her to circulate the invitation to coaches again. Coaches interested in participating contacted the researcher directly to arrange an interview.

A total of 22 coaches representing all 7 sports sampled agreed to participate. The final sample comprised recreational ( $n = 5$ ) and competitive ( $n = 17$ ) level coaches, novice (three years or less coaching experience,  $n = 3$ ) and experienced coaches (more than three years coaching experience,  $n = 19$ ), and coaches of both genders (female = 6, male = 16).

## **Interview Guide and Procedure**

The present research closely followed the qualitative approach utilized by Rousseau (1990) in which participants from the paid workforce were asked to identify their expectations of their employer, and what they felt they owed in return. Semi-structured interviews were used to gain an understanding of the content of the psychological contract from the volunteer coaches' perspective. Participants were asked to discuss what they expect to provide to their club, and were prompted for both transactional and relational elements. They were also asked to discuss how they determined that these were expectations of them as coaches, providing insight into factors that influenced the development of their psychological contract (see interview guide Appendix C). Participants were then asked what they expect their club to provide in return; again, with prompts to consider both transactional and relational elements. Participants were again asked to describe how they had come to expect these elements. Demographic data (gender, coaching tenure in years, coaching level in terms of recreation or competitive sport) were collected at the outset of the interview in order to develop a profile of participants and to enable the consideration of variation in psychological contracts. Each interview was audio-recorded, transcribed verbatim, and then member-checked for credibility (Ballinger, 2006). Interviews were conducted in-person when possible ( $n = 19$ ), and by phone when not ( $n = 3$ ). Interviews lasted between 15 and 45 minutes.

## **Data Analysis**

Once all interviews were completed data analysis commenced with a priori coding of transactional and relational expectations. A priori coding allowed for themed data to be grouped by a given set of standards consistent with broad themes in the

literature (Patton, 2002). Consistent with previous research (Conway & Briner, 2005), transactional expectations were identified as clearly defined, tangible elements that the coach expected of the organization and of him or herself. Relational expectations were less tangible, socio-emotional elements. Following the a priori coding, emergent coding was conducted to identify the specific content of the transactional and relational contracts. Emergent coding allowed for the inductive identification of further elements (Patton, 2002). Trustworthiness was established through independent coding, followed by data comparison, code refinement, and data re-coding until all emergent sub-themes were evolved and consensus was achieved amongst the author and her advisor (Ballinger, 2006). The coded data were then examined to determine whether there was any variation in the elements by coach gender, tenure (novice, experienced), or level of play (competitive, recreational). Variation was determined to exist if the proportion of the sub-groups indicating an element differed by 25% or more. Finally, data regarding influences on the development of the psychological contract of participants' were subject to emergent coding to identify any sub-themes pertaining to expectations of self and expectations of the club. The interview data were managed by the qualitative data management program NVivo 8.0 (Weitzman, 2003).

## **Results**

The results revealed distinct elements of both transactional and relational contracts, with some variation among coaches based on their gender, tenure, and coaching level (see Table 1). A variety of influences on the psychological contract were also revealed. The findings are presented here, along with representative quotations.

### **Coaches' Expectations of Self**

Five sub-themes emerged representing distinct elements of the coaches' transactional contract, including: (1) technical expertise, (2) team administration, (3) certification, (4) player recruitment, and (5) club fundraising.

Technical expertise was the coaches' most frequently cited expectation of themselves, cited by 19 participants. Coaches expect to provide a certain level of technical expertise to their team in terms of seasonal and practice planning, coaching in game situations, assisting with team selection, and fostering skill acquisition of their players. They also expect to provide technical expertise to assist with the strategic development of their club. As two coaches noted, "My expectation is to coach on the court, plan and execute practices and coach in game situations" (Participant 14); "I want to focus on the training of the players so that they can learn the strategies, techniques and tactics of how to play soccer" (Participant 13). This transactional element was identified by almost all coaches in the sample, with no notable variation by coach gender, level of play or tenure.

Team administration was the coaches' second most frequently cited expectation of themselves, indicated by 14 participants. Expectations include booking facilities, selecting and registering their teams for tournaments, organizing required travel, communicating with team members, arranging for uniforms, and acting as the link between the club and parents. One coach explained this expectation as: "All the administrative things, all the paper work, the ordering uniforms and so on" (Participant 7), while another described it as:

Table 1

*Elements of Youth Sport Coaches' Psychological Contract and Representation by Level of Play, Coach Gender, and Tenure*

Element	Level of Play		Gender		Tenure	
	Recreational	Competitive	Male	Female	Novice	Experienced
	<i>n</i> = 5	<i>n</i> =17	<i>n</i> =16	<i>n</i> =6	<i>n</i> =3	<i>n</i> =19
Transactional expectations of self						
Technical expertise	80% (4)	88% (15)	81% (13)	100% (6)	66% (2)	89% (17)
Team administration	40% (2)	70% (12)	68% (11)	50% (3)	66% (2)	63% (12)
Certification	0%	29% (5)	25% (4)	16% (1)	33% (1)	21% (4)
Player Recruitment	20% (1)	5% (1)	6% (1)	16% (1)	33% (1)	5% (1)
Club Fundraising	0%	5% (1)	6% (1)	0%	0%	5% (1)
Relational expectations of self						
Leadership	80% (4)	82% (14)	81% (13)	83% (5)	33% (1)	89% (17)
Professionalism	60% (3)	58% (10)	56% (9)	66% (4)	0%	68% (13)
Positive experience	40% (2)	29% (5)	38% (6)	16% (1)	33% (1)	31% (6)
Transactional expectations of club						
Fundamental resources	80% (4)	100% (17)	93% (15)	100% (6)	100% (3)	94% (18)
Club administration	60% (3)	70% (12)	75% (12)	50% (3)	0%	78% (15)
Financial support	20% (1)	41% (7)	38% (6)	33% (2)	0%	42% (8)
Formal training opportunities	40% (2)	11% (2)	19% (3)	16% (1)	0%	21% (4)
Relational expectations of club						
Coach support	80% (4)	58% (10)	68% (11)	50% (3)	33% (1)	68% (13)
Conflict resolution	20% (1)	47% (8)	43% (7)	33% (2)	0%	47% (9)
Opportunity to socialize	20% (1)	41% (7)	31% (5)	50% (3)	33% (1)	37% (7)
Mentor coaches	0%	41% (7)	38% (6)	16% (1)	33% (1)	31% (6)
Recognition	60% (3)	11% (2)	25% (4)	16% (1)	0%	26% (5)
Collegiality	0%	23% (4)	18% (3)	16% (1)	0%	21% (4)

The organizational aspect of things in terms of communicating information to the parents' of the players. At the start of the year it is just the initial contact with them, and where they need to be to meet, and where games are, when things happen over the course of the season, where things have to change, where there are rain dates or whatever. (Participant 20)

Some variation was noted within this element where 70% (12) of competitive level coaches compared to 40% (2) of recreational level coaches indicated an expectation to perform team administrative tasks.

Obtaining coach certification was the third most cited expectation, with five coaches identifying that they feel they are expected to have or obtain their coaching certification and/or attend professional development opportunities. A coach described his experience as:

I did get the requirement to coach a competitive team [from the club] in the Ontario Final - you have to have a minimum of a Level One coaching certificate...So I did go to that coaching course, and did go through quite an extensive process to get my Level One. (Participant 14)

Variation was found within this element as 29% (5) of competitive level coaches yet no recreational level coaches indicated an expectation to obtain coaching certification and/or attend professional development opportunities.

Other transactional elements included player recruitment to ensure a full team roster, and assisting with club fundraising. However, these were less prominent elements, indicated by only two coaches and one coach, respectively.

The coaches' relational expectations of themselves were indicated by three elements: (1) leadership (2) professionalism, and (3) positive experience. Leadership was

the coaches' most frequently cited relational expectation, noted by 18 participants.

Specifically, coaches expect to provide leadership and guidance to their players, develop trusting relationships, provide appropriate discipline, and set a suitable tone for the team.

The coaches also indicate that they expect to be a leader to other coaches through positive role modeling. As two coaches indicated:

You provide leadership to your players and guidance, I mean obviously leadership is a pretty broad term but I break that down in sport you are passing on appropriate knowledge, and organizing the team, but also I think creating an appropriate tone for a team. (Participant 9)

I think sometimes that it is most important to ensure that you have a good communication relationship with the players on the team...because if they are not willing to learn from you...there is nothing you can teach them. Having a trusting relationship with them, where they trust you, and where they respect you, but where they also know that you have an authoritative role over them is important to me.

(Participant 16)

Variation was found in this element with 89% (17) of experienced coaches versus 33% (1) of novice coaches indicating their expectation to provide leadership.

Professionalism was the second most frequently cited expectation, indicated by 13 participants. Coaches expect to act ethically, be reliable, and represent their club in a positive light. As Participant 17 noted, "I expect to be professional, and represent the team, the club in games, tournaments, and interactions with other coaches and referees, to be organized, and to have the best interest of the athlete in mind." Participant 20 explained, "I am expecting to [be] someone who is going to be reliable and dedicated to the position that I volunteered to take on, so that the commitment will be fulfilled, and the



organization doesn't have to worry about replacing [me]." Within this element, variation was found with 68% (13) of experienced coaches and no novice coaches reporting their expectation to act in a professional manner.

Creating a positive experience for athletes was the third most frequently cited expectation, noted by seven coaches. It refers to ensuring athletes have fun while participating, creating a safe environment, and developing a love for the sport as evidenced by seeing athletes return the following season. As one coach noted, "Be positive with the kids and make it a fun experience for them. I want them to come back, but I want them to learn basketball too" (Participant 19). There was no variation in this element among the coaches.

### **Coaches' Expectations of their Club**

Volunteer youth sport coaches reported both transactional and relational expectations of their club as well. Four elements emerged representing distinct elements of the coaches' transactional contract, including: (1) fundamental resources, (2) club administration, (3) financial support, and (4) formal training opportunities.

Coaches' most frequently cited expectation of their club, cited by 21 participants, was the provision of fundamental resources essential to the provision of sport. Coaches expect their club to schedule games and practices, book and pay for facilities, order uniforms, schedule and pay referees, and provide the necessities for the sport (e.g., balls, net, bats). Participant 14 noted that, "I [expect] to be presented with gym times to practice, equipment that [is] needed," and Participant 5 reflecting on his previous season in particular indicated that, "I guess I just wanted to show up and coach, that was my expectation. I didn't want to have to do booking tournaments, uniforms or anything, like I

just wanted to work with the kids.” There was no variation among coaches within this element.

Club administration was the coaches’ second most frequently cited expectation of their club, indicated by 15 participants. This multifaceted element included several expectations that pertain to administrative tasks of the club in general. Coaches expect that the club organizes and oversees the registration of players with the club and teams for tournaments, collects personal and medical information, provides a structure for the organization and financial accountability, supplies the appropriate insurance for both participants and coaches, and completes general administrative tasks. As participant 13 indicated,

“you ideally want to have as much support as you can from an administrative point of view...none of us want to do paper work, but unfortunately there’s too much. So, from a club you want to have all the information, access, where do I get, the how to do’s”.

As well, Participant 15 noted, “They [club] need to provide the information that we need to know, like I need to know if someone has medical conditions and things like that.”

Participant 19 discussed the importance of having appropriate insurance from their club:

“Just having the insurance, the liability to use a gym, because you can’t book a facility without it, so we need [sport organization’s] liability waiver.” Variation among the coaches was identified for this element. Specifically, 75% (12) of male coaches versus 50% (3) of female coaches, and 78% (15) of experienced coaches versus no novice coaches indicated their expectation for club administration.

Providing financial support was the third most frequently cited expectation, with eight coaches expecting their club to provide financial support for coaching certification

courses, and reimburse coaches for related expenses (i.e., mileage to tournaments, hotel costs). As two participants noted, “The other thing that I expect from the club, if you are coaching you have to have a certain level of qualification, I expect the club to pay for that” (Participant 6); and “They will pay for our mileage and our hotel fees” (Participant 18). Variation was found within this element with 42% (8) of experienced coaches versus none of the novice coaches specifying an expectation that their club provide financial support.

The coaches’ least-cited expectation of their club was for the provision of formal training opportunities, noted by four coaches. It reflects coaches’ expectation that their club provide them with formal development opportunities run by a club head coach, clinics, and/or specific tactics and drills to implement in their coaching. As Participant 22 noted, “they show you a few games and drills to do with the kids, and how you should interact with them.” Participant 11 also noted that, “I want the support from the club head coach for guidance...to direct you what you are doing.” Variation was found in this element, where 40% (2) of recreational coaches versus 11% (2) of competitive coaches indicated they expect their club to provide formal training.

The coaches’ relational expectations of their club was indicated by six elements, including: (1) coach support, (2) conflict resolution, (3) opportunity to socialize, (4) mentor coaches, (5) recognition, and (6) collegiality.

The coaches’ most frequently cited relational expectation of their club, cited by 14 participants, was coach support. This element encompasses an assortment of supports including ensuring two-way communication between the coach and the club, being receptive to coaches’ feedback, providing autonomy in the coaching role, supporting coaches in their decisions, and helping coaches to establish goals. Two participants noted:

“Open communication, listening to coaches and taking some of the suggestions that are voiced” (Participant 6), and “openness to suggestions that come from volunteers, because quite often there are things that the volunteers find frustrating and would like changed, it would be nice to have the organization be open to listening to those” (Participant 20). Variation was found within this element, with 68% (13) of experienced coaches versus 33% (1) of novice coaches indicating an expectation for coach support.

The second most frequently cited element was conflict resolution. Coaches expect their club to support them in their decision making regarding disputes as well, provide assistance when dealing with conflicts, and/or act as a moderator in more challenging situations. As one coach noted, “I most definitely expect them to be supportive...with problems, parents or incidents with games and players” (Participant 10). This relational element was found to vary by coaches’ tenure and level of play, where 47% (9) of experienced coaches versus none of the novice coaches, and 47% (8) of competitive level coaches versus 20% (1) of recreational level coaches made reference to their expectation for conflict resolution support.

The opportunity to socialize was the coaches’ third most frequently cited expectation of their club. They expect their club to facilitate socialization among coaches through such things as end of year banquets, bar nights, social gatherings, and even when they meet up at club meetings. As Participant 18 noted, “I kind of expect it...what they do is they host two to three social gatherings throughout the season.” Also, Participant 1 indicated that, “we had a general meeting in like October, November so yeah, we socialize a little bit there.” No variation was found within this element.

The coaches’ fourth most frequently cited relational expectation was the opportunity to work with a mentor coach in the club to further their own development.

Mentor coaches are expected to assist with technical, management, and administrative issues that coaches face. As one coach described, “I did expect them to provide a good coach for the girls that I could both learn from and also help” (Participant 16). The expectation to work with a mentor coach varied by coaching level with 41% (7) of competitive level coaches versus none of the recreational level coaches citing this expectation.

The clubs recognizing the efforts of their volunteer coaches was the fifth most cited expectation. As one coach noted, “The small little bits of recognition that you get for volunteering...they are things that make you keep coming back. It’s just little tiny things that say ‘yeah, we notice what you are doing, and we appreciate it’” (Participant 7). Variation was found within this element with 60% (3) of recreational level coaches versus 11% (2) of competitive level coaches, and 26% (5) of experienced coaches versus none of the novice coaches indicating recognition as an expectation of their club.

The final relational element was collegiality, specifically among peer coaches. This was cited by four participants. Coaches expect their club to take an active role in creating an environment that fosters cooperation amongst the coaches. According to one coach,

I do expect them to provide an atmosphere that is congenial and what I mean by that is...when we practice a lot of times, you might have six to eight teams from our club practicing in the same location on a given night, so the club makes sure that it communicates to the coaches that they need to be polite to each other; you know, they need to make sure that they are not hogging the other coach’s time; you know, that they clear the court when their practice time is done and that kind of thing. (Participant 18)

Within the element of collegiality no variation was found.

### **Influences to the Development of Coaches' Psychological Contract**

Volunteer youth sport coaches identified a variety of influences to the development of their psychological contracts. These influences were not aligned with specific elements of the transactional and/or relational contracts but rather with their overall development. Influences were, however, identified for coaches' expectations of themselves and coaches' expectations of their club. Two over-arching themes that emerged for both aspects were influences that were internal and external to the club.

Internal influences to the development of coaches' expectations for themselves were indicated by 11 participants and included: (1) being formally informed of their role (i.e., attending a meeting, and discussion with board members), (2) word of mouth from other coaches within the club, and (3) self-determination in which the coach figured it out for themselves based on the status quo. Being formally informed or educated about their role and responsibilities as a volunteer coach with the club was the most common influence on coaches' expectations of themselves, indicated by five participants. Participant 11 described the experience: "The club provides an outline of expectations...so how they expect you to behave as a volunteer and as a role model for those kids."

External influences to coaches' expectations for themselves was more robust, with examples given by 20 coaches and representing a number of elements: (1) previous experience as a player, (2) formal coaching course, (3) previous experience as a coach elsewhere, (4) personal philosophy, (5) word of mouth from coaches outside the club, and (6) other formal roles or work. The most frequently cited influence external to the club was previous experience as a player, cited by five coaches. Four coaches indicated that

the training they received in coaching courses impacted their expectations of themselves within their club; as Participant 10 noted, “Well part of it I would give credit to the coaching levels that we go through.” Four coaches also identified that their previous experience coaching at another club influenced their expectations of themselves at their current club. One’s personal philosophy was indicated by three coaches who recognized that their own personal values and beliefs formed their expectations. Two coaches made reference to both word of mouth from coaches outside their club and other formal roles or work as influences molding their expectations of themselves as coaches.

The two over-arching themes of influences internal and external to the club were also prevalent in coaches’ expectations of their club. Internal influences were indicated by seven coaches and represented: (1) formal orientation, (2) club policies and procedures, (3) informal communication with club, and (4) the club website. The most common influences were formal orientation, and policies and procedures which were each cited by four participants. Participant 15 described the experience of formal orientation: “There’s a one evening session that kind of goes through what their expectations are and what their goals are.” Participant 16 described how the club’s policies and procedures for coaches and participants was provided as a guide for what to expect from the club: “There are certain rules and guidelines that the club does try to enforce.” Informal contact with the club in terms of mass emails and conversations with fellow club members was described as an influence by three coaches. One coach found that their club’s website was an influence to the development of their psychological contract.

Coaches’ expectations of the club were also influenced by external factors, specifically: (1) previous experience as a coach elsewhere and (2) previous experience as

an athlete. Nine coaches indicated that their expectations were influenced by their previous experience as a coach elsewhere, as represented by Participant 20: “Whatever you experienced at say the first organization, the things that are good, you are going to expect to continue at the next...so it is definitely going to impact on your expectations.” Seven coaches referred to their previous playing experience and as Participant 2 described it, “Growing up playing hockey, and seeing how the organization is run...those are things I [expect] based on my experience playing hockey.”

### **Discussion**

The outcome of this study is a conceptual framework comprising transactional and relational elements of volunteer coaches’ psychological contract that appear to be quite specific to their role in the youth sport context (e.g., technical expertise and leadership by the coach; fundamental sport resources and coaching support by the club); elements that would not be tapped into with the application of previously established frameworks from the paid workforce, which have focused on loyalty and compensation, or even the broader volunteer context, although some consistencies are evident. Our findings support the idea that the psychological contract is both context and role specific (Guest & Conway, 2002; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998), and the importance of developing a psychological contract framework specific to the group being studied (Smith, 2004; Vantilborgh et al., 2012). The framework provides valuable insight into the youth sport coaching environment.

The coaches’ most frequently cited expectations of their sports clubs were the provision of fundamental sport resources (i.e., scheduling games and practices, providing necessary equipment, arranging for referees) and club administration (both transactional), and coach support (relational) in terms of guidance, communication and, autonomy.



These appear to reflect coaches' principal expectations for an environment that allows them to effectively perform their role. To a lesser extent, coaches identified the transactional elements of financial support for personal expenses and formal training opportunities, and relational elements of assistance with conflict resolution, opportunities for socialization, and coach mentorship as things they expect their club to provide. These likely complement or augment the more common expectations noted above.

The coaches cited most frequently their expectation to provide, in return, technical expertise and team administration (both transactional) as well as leadership, professionalism, and a positive experience for their athletes (relational). These elements reflect the coaches' understanding of their role and contribution in the club, and their expectation to provide both transactional and relational elements. To a lesser extent, coaches identified the transactional elements of engaging in player recruitment and being certified as things they are expected to do for their club.

While some elements specific to the particular volunteer context examined here were uncovered, as Smith (2004) and Vantilborgh et al. (2012) would have expected, some consistencies with the broader volunteer psychological contract literature were also identified. Notably, volunteers' expectations of autonomy, two-way communication, and the opportunity to develop social relationships (Blackman & Benson, 2010; Smith, 2004; Vantilborgh et al., 2012) were also revealed as elements of the volunteer coach psychological contract, providing further insight into the nature of volunteers' psychological contract, broadly. In addition, both transactional and relational items specific to the context and role were discovered (e.g., certification, player recruitment, providing a positive experience).

Despite common themes, some variation by level of play, and coach gender and tenure was noted. The difference between novice and experienced coaches appears to be the most robust, in regard to their relational expectations of themselves and their club. This is revealing as it suggests that the psychological contracts of novice and experienced coaches are quite different. These noted variations may be the result of a possible shift in psychological contract as a coach's relationship with the club evolves over time (cf. Rousseau, 1989). For example, experienced coaches were more likely to expect to provide leadership than novice coaches. Perhaps the less experienced coaches do not sense it is their place to take on such a role or do not have the confidence to even expect this of themselves, yet. Variation by level of play was also noted, particularly for coaches' transactional expectations of themselves and relational expectations of the club. Competitive coaches' greater expectation to engage in team administration and to be certified likely reflects the greater complexity associated with sport at the competitive versus recreational level, as well as greater knowledge requirements that may be developed through certification or mentorship. Further, their greater expectation for club help with conflict resolution may be a function of a greater likelihood of conflict episodes at the competitive level. Interestingly, recreational coaches were more likely to expect recognition from the club than competitive coaches, perhaps because the latter already experience recognition through their assignment to a competitive team, and/or any notoriety which comes with that. The findings highlight that there may be variation in psychological contract among individuals in the same role, extending Bellou's (2009) and Raja et al.'s (2004) observations. Together, the studies draw attention to the potential further complexity of psychological contract, even within a given context, with implications for the management of differing expectations.

In exploring the influences to the development of the volunteer coaches' psychological contract it appears as though clubs are not actively managing those contracts. The most frequently cited influences were external to the club, and particularly previous experience as an athlete or coach. This finding is in contrast to the limited research on this matter which indicates that employees' expectations are particularly influenced by the organization itself (De Vos et al., 2003; Guest & Conway, 2002; Thomas & Anderson, 1998). This finding is, however, consistent with Nichols' (2012) suggestion that broader socio-cultural influences may be important to the development of the psychological contract and particularly for volunteers. Previous experience as an athlete or coach appeared to be the strongest external influences to volunteer coaches' psychological contract. These findings also match Rousseau and Schalk's (2000) proposition that the individual and society in addition to the organization influence one's psychological contract. The relatively limited role of internal influences prompts the question as to whether there may be a discrepancy between coaches' and their club's expectations of themselves and each other. Such a discrepancy may increase the likelihood of contract breach by the club with presumed further implications for coach attitude and behavior with respect to the club (cf. Conway & Briner, 2005).

### **Conclusion**

The study extends understanding of the coaching environment, and specifically the volunteer coach relationship with the club (cf. Guest, 2004), highlighting "the complex reality within which coaches work" (Jones & Wallace, 2005, p. 123). Further, it contributes to psychological contract theory by extending knowledge regarding the psychological contract of volunteers and volunteer coaches in particular. The findings support the notion that psychological contracts are context-specific (Guest & Conway,

2002; Nichols, 2012; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998; Vantilborgh et al., 2012), and highlight that further variation can exist within a specific context and even role (e.g., Bellou, 2009; Raja et al., 2004; Rousseau & Tijoriwala, 1998). Additionally, evidence of individual, organizational and societal influences (Rousseau & Schalk, 2000) to coaches' expectations of self and the club demonstrates the breadth of factors that shape their psychological contract. The particular emphasis on external factors (individual and societal) reveals that these coaches come to their club with pre-conceived notions of their own and their club's role.

Nonetheless, several limitations to the study should be acknowledged: First, a possible limitation is the composition of the sample, where recreational and novice coaches may be under-represented and so the perspective of these sub-groups may not have been adequately captured. Second, this cross-sectional study does not necessarily portray the evolving nature of the psychological contract, although the inclusion of novice and experienced coaches helps to embody the possible shift in the psychological contract over time. Third, like most psychological contract research the study depicts what some scholars believe is only one half of this phenomenon; namely, the coaches' perspective. The reciprocal nature of the psychological contract (Guest & Conway, 2002; Tekleab & Taylor, 2003) suggests that in order to fully understand psychological contract, both parties to the contract should be considered. Guest (2004, p. 546) argues for the exploration of "perceptions of both parties to the employment relationship to determine the level of mutuality of perceptions of promises and obligations." This is an important direction for future research in the volunteer youth sport coaching context.

Other directions for future research include the further development of the psychological contract framework uncovered here through broader survey research.

There should also be continued consideration of variation based on level of play and coaching experience, as these were the most notable sources of variation in the current study. Other factors that may be considered are age of the athletes coached within the different levels of play (Gilbert & Trudel, 2004), as this may be a basis for differing expectations among coaches. Coaches of team sports were the focus of this study and thus it may be of interest to examine and compare this cohort with coaches of individual sports. Further, psychological contract theory purports that contract fulfillment and breach have a meaningful impact on satisfaction, commitment, and intent to remain. Thus, future research should examine the extent and impact, if any, of contract fulfillment and breach on volunteer youth sport coach attitude and intended behaviour. Finally, replication of the current investigation in other sport volunteer contexts is encouraged in order to better understand the sport volunteer environment; for example, with board members, and at the community, regional and national levels of sport.

Although the framework presented here is preliminary, it highlights several implications for practice. It suggests that volunteer youth sport coaches have clear expectations of themselves and of their club that should be effectively managed (cf. Conway & Briner, 2005). These coaches are not a homogenous group and differ in terms of their expectations of themselves and their club. As such, clubs need to be aware of their respective expectations and manage each cohort accordingly, in terms of fulfilling those expectations but also shaping them as necessary. It appears as though clubs are not actively managing volunteer coaches' psychological contract as external influences seem to be the most prominent factors shaping that contract. Managing the content of psychological contracts refers to establishing, prioritizing and/or changing certain elements as the organization deems appropriate to align employees or volunteers, with its

objectives (Conway & Briner, 2005). This may be done through communicating what is expected, changing what is expected, and perhaps negotiating expectations that suit the needs of both parties (Conway & Briner, 2005). Communication is fundamental to any of these strategies and a number of opportunities may be available for clubs to establish and clarify expectations; for example, at the coach recruitment and orientation stage, as part of training and development, and integrated with any performance appraisal that may occur (cf. Conway & Briner, 2005). It is important to recognize that the communication of expectations may occur through formal, systematic channels (e.g., club documents, formal training) and through informal, day-to-day interactions. The findings of the current study identify the content and most common influences to coaches' psychological contract, of which the club should be aware for the effective management of that contract and the establishment of an effective coaching environment.

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### **Endnote**

<sup>1</sup> The term expectation is being used to broadly represent explicit and implicit promises and obligations on the part of the individual and organization.

## Study 2

### **The Impact of Volunteer Youth Sport Coaches' Psychological Contract Fulfillment**

There continues to be interest in and support for psychological contract as an important management concept in general (Conway & Briner, 2005; Coyle-Shapiro & Kessler, 2000; Guest & Conway, 2002; Millward & Hopkins, 1998), and in the volunteer context in particular (Blackman & Benson, 2010; Farmer & Fedor, 1999; Kim, Trail, Lim, & Kim, 2009; Liao-Troth, 2001, 2005; Nichols & Ojala, 2009; Starnes, 2007; Stirling, Kilpatrick & Orpin, 2011; Taylor, Darcy, Hoye, & Cuskelly, 2006; Vantilborgh, Bidee, Pepermans, Willems, Huybrechts, & Jegers, 2012). With its basis in social exchange theory, a “psychological contract is individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization” (Rousseau, 1995, p. 9). A psychological contract comprises an individual’s perception of what they expect to provide to the organization (e.g., hard work, loyalty, quality work), and what they expect the organization to provide to them (e.g., decent pay, safe work environment, opportunity for advancement). Empirical evidence (Coyle-Shapiro, & Kessler, 2000; Millward & Hopkins, 1998; Rousseau, 1990, 2001) indicates that the psychological contract can be categorized into transactional (economic) and/or relational (socio-emotional) elements. According to psychological contract theory, it is the perceived fulfillment (expectations are met), breach (expectations are unmet) or violation (intense emotional reaction to a breach) of a psychological contract that impacts on an individual’s attitude and behaviour with respect to the organization (Conway & Briner, 2005). Psychological contracts appear to be a critical aspect of the work and volunteer environment.

It is important to understand the nature of the volunteer environment as there is a decreasing trend of volunteerism in general (e.g., Statistics Canada, 2007), and in sport in particular (Breuer & Wicker, 2009, 2010; Cuskelly, 2005, Nichols, 2005). Sport and recreation organizations struggle to recruit and retain volunteers (Breuer, Wicker & Von Hanau, 2012; Cuskelly, 2004; Gumulka, Barr, Lasby & Brownlee, 2005). This issue is also found amongst volunteer coaches, and sport leaders in Canada have identified specific barriers to volunteer coaches' retention, including but not limited to the personal cost to volunteer as a coach as well as the additional expectations outside of coaching (Canadian Heritage, 2013). The turnover of volunteer coaches can lead to a lack of qualified coaches who are crucial to positive program delivery and ongoing participation in sport (Canadian Heritage, 2013). This need for qualified coaches is also highlighted in the *Canadian Sport Policy 2012* (Canadian Heritage, 2012) which identifies the importance of recruiting and retaining qualified coaches to deliver sport programs.

Psychological contract fulfillment in the workplace has been shown to positively impact employee satisfaction and retention (Robinson, 1996; Turnley & Feldman, 1999, Tekleab & Taylor, 2003), and may be expected to have important implications for volunteer retention as well (Farmer & Fedor, 1999; Nichols, 2012). Continuity of sport volunteers is recognized to contribute to organizational goals (Chelladurai, 2006). Retention of volunteers allows organizations to focus on program delivery rather than recruitment and training of volunteers (Kim et al., 2009). Understanding the psychological contract of volunteer youth sport coaches in particular may provide valuable insight into the working environment of this group of volunteers who are integral to community sport, with implications for their retention.

The purpose of this study is to examine the content, fulfillment, and further impact of the fulfillment of the psychological contract of volunteer youth sport coaches in community sport clubs. These coaches are involved at both the participation or performance level, which is inclusive of both children and adolescents (Côté & Gilbert, 2009). Specifically, it is of interest to understand what coaches expect to provide to their club, and what they expect their club to provide in return, how well these expectations are fulfilled, and what difference that makes to coaches. The findings are expected to have important implications for ensuring an effective coaching environment.

### **Theoretical Framework**

#### **Psychological Contract**

Psychological contract is known as the reciprocal exchange agreement between employees or volunteers and their organization. The content of the exchange agreement is idiosyncratic to the holder of the psychological contract and includes both explicit and implicit expectations (Rousseau, 1995). Previous research has argued that context serves as an important tool in shaping the psychological contract (Anderson & Schalk, 1998; Cassar & Briner, 2009; Chu & Kuo, 2012; Guest, 2004; Guest & Conway, 2002; Kickul & Liao-Troth, 2003; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998) and even one's role may impact the content of their psychological contract (Bunderson, 2001; O'Neill, Krivokapic-Skoko, & Dowel, 2010; Rousseau & Tijoriwala, 1998). Thus, context-specific rather than universal measures of psychological contract are required to capture the unique nuances of the contract specific to the context and role. The current study builds on the previous investigation in Study 1 that uncovered transactional and relational elements of the psychological contract specific to volunteer youth sport



coaches. Some variation by coach tenure, level of play and to a lesser extent gender was observed in that study and so these factors are explored further here.

Previous research on the content of the psychological contract in the paid workforce has returned mixed results regarding whether the dominant features are transactional or relational (Grimmer & Oddy, 2007; Guest, 1998; Herriot, Manning, & Kidd, 1997; Lester & Kickul, 2001; Millward & Hopkins, 1998). Within the volunteer context the relational elements of psychological contract are argued to be more prevalent (Farmer & Fedor, 1999; Kim et al., 2009; Taylor et al., 2006). The argument is that, due to the nature of volunteering, those who engage in the activity do not expect monetary (transactional) rewards in exchange for their volunteer work. Rather, volunteers are more likely to expect the opportunity to socialize, develop meaningful relationships, and be recognized for their effort (Nichols & Ojala, 2009; Taylor et al., 2006). It is of interest to determine the relative strength of the volunteer youth coaches' relational and transactional expectations.

### **Psychological Contract Fulfillment and Breach**

Much of the research surrounding psychological contract has focused on contract breach (and by extension fulfillment) (Conway & Briner, 2005). Fulfillment has most often been assessed using scale questionnaires in which participants are asked to identify directly the extent to which specific expectations have been fulfilled. Global measures, which do not assess fulfillment of specific items but an individual's overall perception of fulfillment, have also been used (Conway & Briner, 2005). A weakness of the later measure is that it does not allow the researcher to identify specifically what expectations are or are not being satisfied (Conway & Briner, 2005). A limitation of the direct measure

of fulfillment is that it does not take into account the relative importance of the expectation (Conway & Briner, 2005).

Robinson (1996) extended the evaluation of psychological contract fulfillment to include consideration of the extent to which an item was expected, and how well it was provided. She then calculated a measure of fulfillment discrepancy, enabling the identification of contract breach (a negative discrepancy), fulfillment (no discrepancy), and over-fulfillment (a positive discrepancy). Robinson's measure is advantageous because it allows a fuller portrayal of the breach, fulfillment and over-fulfillment of a psychological contract all of which have meaningful repercussions (Conway & Briner, 2005). As well, it takes into account the relative importance of the individual's expectations, which is generally lacking in psychological contract research (Turnley & Feldman, 2000). With a few exceptions (Coyle-Shapiro & Kessler, 2000; Lester, Turnley, Bloodgood & Bolino, 2002; Starnes, 2007), Robinson's approach has not been used much in research, perhaps because of the additional data to be collected and the more complex determination of fulfillment. It was, however, incorporated in the current study in order to generate a fuller understanding of psychological contract fulfillment.

Previous research on the impact of the psychological contract has found that when a breach has occurred, the individual experiences decreased trust of the organization (Kingshott & Pecotich, 2007; Robinson, 1996), increased intentions to leave (Robinson, 1996; Tekleab & Taylor, 2003; Turnley & Feldman, 1999), job dissatisfaction (Tekleab & Taylor, 2003), decreased organizational commitment (Ali, Haq, Ramay, & Azeem, 2010; Turnley & Feldman, 1999), and decreased job performance (Robinson, 1996; Turnley & Feldman, 1999). In the volunteer setting in particular, research has shown that psychological contract fulfillment (Farmer & Fedor, 1999; Kim et al., 2009) and breach

(O'Donohue & Nelson, 2009; Starnes, 2007) are associated with level of participation, satisfaction, and intent to return.

The psychological contract has proven to play an important role in the attitudes and behaviour of individuals in organizations. Given the importance of volunteer youth sport coaches to their clubs, and their integral role in the delivery of youth sport (e.g., Sport Canada, 2012), it is of interest in the current study to examine the impact of psychological contract fulfillment on their satisfaction with their volunteer coaching role, their commitment to the sport club with whom they hold their psychological contract, and their intent to continue coaching with that club. Based on psychological contract theory and existing research, the following hypotheses are put forth:

Hypothesis 1: Psychological contract fulfillment will be positively associated with coaches' satisfaction with their role.

Hypothesis 2: Psychological contract fulfillment will be positively associated with coaches' commitment to their club

Hypothesis 3: Psychological contract fulfillment will be positively associated with coaches' intention to remain with their sport club.

## **Method**

### **Participants and Procedure**

The sample comprised volunteers who self-identified as youth sport coaches involved in the sports of basketball, volleyball, soccer, baseball, ice hockey, lacrosse, field hockey and ringette. These sports were selected as it was believed they would have the best representation of competitive and recreational programs, and men and women coaches. Sport clubs in communities across Ontario, Canada were identified based on information available in the public domain (i.e., organization website). From contact

information provided on club websites, 711 club administrators were contacted by e-mail and requested to forward an embedded letter of information to their volunteer youth sport coaches (see Appendix D). The letter of information included a link to a secure webpage on [surveymonkey.com](https://www.surveymonkey.com) to which participants were directed in order to complete the survey. A follow-up notice reminding club administrators to forward the embedded letter of information to their volunteer coaches was sent three weeks after the initial invitation, and a second follow-up notice was emailed six weeks following the initial email invitation.

A total of 187 surveys were completed. Participants comprised 45 women (24.1%), 140 men (74.9%), and two who did not indicate their gender (1.1%). The average age of respondents was 43 years ( $SD = 10.07$ ) with a range of 18 – 68 years. Their average coaching experience was 11 years ( $SD = 9.97$ ) with a range of 1 – 46 years. In terms of the level of sport, 66 (35.3%) participants coached at the competitive level and 121 (64.7%) coached at the recreational level. The profile of participants suggests that they are fairly representative of the population of volunteer youth sport coaches in Canada, who are typically male, in their mid-30's to early-40's, with five to ten years of coaching experience (Doherty, 2005; Erickson, Wilson, Horton, Young, & Côté, 2007).

### **Instrument**

A survey was developed to measure the content and fulfillment of the psychological contract of volunteer youth sport coaches. The survey was based on a preliminary framework uncovered through qualitative research which identified coaches' transactional and relational expectations of themselves, and their transactional and relational expectations of their club, as elements of their psychological contract with the club (Study 1). In that study, semi-structured interviews were conducted with 22

volunteer youth sport coaches to identify the content of their psychological contract with their club. Six themes representing coaches' expectations of themselves emerged in that study: (1) team administration (transactional); (2) certification (transactional); (3) technical expertise (transactional); (4) team leadership (relational); (5) positive sport experience (relational); and, (6) professionalism (relational). Nine themes representing coaches' expectations of their club were also identified: (1) fundamental sport resources (transactional); (2) club administration (transactional); (3) financial support (assisting with expenses related to coaching) (transactional); (4) formal training opportunities (transactional); (5) coach support (relational); (6) social opportunities (relational); (7) conflict resolution (relational); (8) collegiality (relational); and, (9) recognition (relational).

For the current study, multiple items were developed to measure both the transactional and relational expectations of coaches' expectations of self and the sport organization, using the themes in Study 1 as a guide. The draft instrument was shared with a panel of academics with expertise in sport management and volunteer coaching in particular ( $n = 5$ ), and modifications were made as a result. The refined instrument was then piloted with volunteer youth sport coaches ( $n = 5$ ) for overall readability, clarity and length of the instrument.

The final instrument comprised 36 items representing expectations of self (both transactional and relational), and 44 items representing expectations of the sport club (both transactional and relational). Participants were asked to rate on a scale of 1 (strongly disagree) to 7 (strongly agree) the extent to which they agree or disagree with each statement. As a means to determine the fulfillment of the psychological contract, participants were also asked to identify on a scale of 1 (strongly disagree) to 7 (strongly

agree) the extent to which their sport club provides the things the coaches expect, as represented by the transactional and relational items. Following Robinson (1996), the measure of psychological contract fulfillment was created by subtracting an individual's perception of the extent to which the club provides each item from the extent to which it was expected. For example, if an item was highly expected by a coach (a score of 7) and was perceived to not be provided by the sport club (a score of 1), it resulted in a high fulfillment discrepancy or breach ( $7 - 1 = 6$ ). Conversely, if an item was not expected by a coach (a score of 1) yet was well provided by the sport club (a score of 7), it resulted in an over-fulfillment discrepancy ( $1 - 7 = -6$ ). As a final example, an item highly expected by the coach (a score of 7), and highly provided by the sport club (a score of 7), yielded contract fulfillment ( $7 - 7 = 0$ ). The scores ranged from -6 to +6, and each fulfillment item was then reverse-scored to aid in conceptual interpretation, such that positive scores indicate over-fulfillment, negative scores breach, and a score of zero as fulfillment (see Appendix E for survey instrument).

Coaching satisfaction was measured using an adapted version of the global measure developed by Cammann, Fichman, Jenkins, and Kelsh (1979) (in Fields, 2002). This measure uses three items to evaluate satisfaction: (1) all in all, I am satisfied with my current coaching position; (2) in general, I don't like my coaching position (reverse coded); and, (3) in general, I like coaching with this club. To assess organizational commitment, an adapted version of Engelberg, Zakus, Skinner, and Campbell's (2012) measures of youth sport volunteer commitment was used. The focus of the current study was affective commitment which is defined as "a desire to belong to, and feeling of emotional attachment to the centre" (Engelberg et al., 2012, p. 195). Affective commitment has been the focus of several sport volunteer studies (Cuskelly, McIntyre, &

Boag, 1998; Hamm-Kerwin & Doherty, 2010; Sakires, Doherty, & Misener, 2009) given it is considered the most important component of a broader conceptualization of organizational commitment (Meyer & Allen, 1991). The adapted measure used three items to evaluate affective organizational commitment: (1) This club has a great deal of personal meaning to me; (2) I feel emotionally attached to this club; and, (3) I feel a strong sense of belonging to this club. Intention to continue coaching was measured using Kim, Chelladurai, and Trail's (2007) three-item scale: (1) I will stop coaching at the end of the season for this club (reverse coded); (2) I will coach for this club next year; and, (3) If I have the opportunity, I would coach for this club for a long time. These items were all scored on a seven-point Likert scale type scale from 1 (strongly disagree) to 7 (strongly agree).

### **Data Analysis**

Given the still early stages of the examination of the psychological contract of volunteer youth sport coaches, exploratory factor analyses (EFA) with varimax rotation were performed to determine the underlying factor structures of the measures developed for this study (Hurley et al., 1997). Multiple items were generated to represent the elements uncovered in the qualitative analysis (Study 1) and so EFA was used to identify the central items and eliminate the weak ones (Tabachnick & Fidell, 2007). In doing so it both "tests measurement integrity and guides further theory refinement [by determining] what theoretical constructs underlie a given data set and the extent to which these constructs represent the original variables" (Henson & Roberts, 2006, pp. 395-396). Factors with an eigenvalue  $>1.0$  were considered (Stevens, 2002). Items loading .40 or higher on a factor and that did not correlate within .10 of any other factor were retained (Stevens, 2002). Lastly, items were screened to determine whether the factor on which

they loaded made conceptual sense as the results of an EFA should not be plainly accepted (Nunnally & Bernstein, 1994). Sampling adequacy for factor analysis was examined using the Kaiser-Meyer-Olkin measure with an acceptable value set at  $>.60$  (Tabachnick & Fidell, 2007).

To test the psychometric properties of the psychological contract scale, Cronbach alpha reliability analyses and scale intercorrelations were conducted. Cronbach alpha values above  $.70$  are considered acceptable measures of internal consistency (Tabachnick & Fidell, 2007), although Lance, Butts, and Michels (2006) consider  $.80$  to be a more meaningful level. Scale intercorrelations should not exceed  $.90$  as this would suggest a problem with multicollinearity (Tabachnick & Fidell, 2007).

Descriptive statistics and multivariate analyses were used to examine the effect of gender, tenure, and level of play, and describe the relative strength of the psychological contract elements. Correlation and linear regression were conducted to test the hypothesized relationship between psychological contract fulfillment and volunteer satisfaction, affective commitment, and intent to continue.

## **Results**

### **Psychometric Properties**

The sample size was determined to be adequate for conducting the factor analyses based on the Kaiser-Meyer-Olkin sampling statistic ( $KMO = .92$ , expectations of self;  $KMO = .91$ , expectations of club; Tabachnick & Fidell, 2007). The analysis of the coaches' expectations of self yielded five possible factors with eigenvalues  $>1.0$ . Inspection of the rotated component matrix showed that two items correlated within  $.10$  of another factor and were below  $.40$  and were hence removed (Stevens, 2002). Two items were not conceptually consistent with the factor on which they loaded and were



also removed (Nunnally & Bernstein, 1994). This procedure led to the elimination of one factor and resulted in a four-factor solution comprising 32 of the original 36 items. The factors included: (1) professionalism (e.g., create a positive sport experience, represent club positively, demonstrate sportsmanship), (2) team administration (e.g., complete paperwork, organize), (3) technical expertise (e.g., have/upgrade coaching certifications, develop athletes), and (4) team leadership (e.g., establish expectations, be a leader to the team). One item in the technical expertise factor loaded within .10 of another factor; however, given the still preliminary investigation of psychological contract in the focal context the item was retained within technical expertise as it aligned conceptually with that factor (Nunnally & Bernstein, 1994). Nonetheless, caution should be used in subsequent analyses. The factor loadings, eigenvalues, and percent variance for each factor are presented in Table 2. All four of the factors demonstrated acceptable levels of internal consistency (Cronbach alpha  $>.80$ ; Lance et al., 2006), and are also presented in Table 2.

The EFA of coaches' expectations of their club yielded nine possible factors with eigenvalues  $>1.0$ . Inspection of the rotated component matrix showed that one item correlated within .10 and below .40 and was removed (Stevens, 2002). One item was found to decrease the alpha level of its factor and hence was eliminated, and four items were not conceptually consistent with the factor on which they loaded and were also removed (Nunnally & Bernstein, 1994). This procedure led to the elimination of one factor and resulted in an eight-factor solution comprising 38 of the 44 original items. The factors included: (1) positive coaching environment (e.g., sense of community, sharing), (2) club administration (e.g., organizational tasks, booking facilities/referees, paperwork), (3) recognition (e.g., acknowledge coaches), (4) coach support (e.g., freedom to do job,

encouraging, helpful), (5) coach development (e.g., training sessions), (6) social opportunities (e.g., organize social gatherings), (7) financial support (e.g., cover costs associated with coaching), and (8) extra opportunities (e.g., coordinate games/tournaments outside of regular schedule). Four items with a factor loading greater than .40 correlated within .10 of another item but were retained. Given these items fit conceptually within one of the factors they loaded on (Nunnally & Bernstein, 1994), they

Table 2

*Orthogonal (varimax) Rotation Factor Loadings, Eigenvalues and Percent Variance for Coaches' Expectations of Self*

Factors	1	2	3	4
1. Professionalism				
Act in an ethical manner	.86	-.02	.16	.05
Develop a sense of mutual respect between players and self	.85	.02	.15	.29
Create a positive experience for athletes	.85	.03	.14	.22
Demonstrate commitment to team	.85	.07	.21	.19
Conduct myself in a professional manner	.82	-.01	.19	.27
Display good sportsmanship	.78	.02	.10	.25
Represent the club in a positive manner	.73	-.03	.33	.15
Provide coaching during games	.67	.17	.10	.08
Develop players' love for the sport	.57	-.03	.06	.23
Provide guidance to individual players	.55	.19	.07	.12
2. Team Administration				
Arrange accommodations for away tournaments/games	.05	.83	.24	.01
Book facilities for practice	.03	.79	.09	.08
Schedule regular season games	-.07	.76	.26	.02
Schedule invitational/exhibition games	.12	.74	.47	-.05
Complete team paperwork	.09	.73	.06	.24
Arrange for player uniforms	.03	.71	.09	.11
Look after team business	.14	.69	.02	.30
Register my team for tournaments/competitions	.13	.63	.42	.04
3. Technical Expertise				
Have and/or obtain coaching certification qualifications	.16	.19	.85	.08
Upgrade my coaching certification qualifications as necessary	.03	.19	.80	.35
To be certified to a given level	.21	.29	.79	.06
Attend coaching development sessions as necessary	.23	.15	.77	.15
Develop players' fitness	.26	.19	.50	.16
Provide technical support to my athletes	.34	.24	.45	.01
Prepare practice plans	.27	.27	.45	.55
Develop game strategy	.47	.40	.44	.12
Be a mentor to other coaches	.26	.14	.42	.10
4. Team Leadership				
Ensure athletes are having a good time while participating	.37	.10	-.02	.74
Be a team leader	.39	.15	.06	.74

Establish norms and expectations	.32	.16	.28	.74
Provide a safe environment	.37	.10	.15	.69
Eigenvalue	14.03	4.86	2.19	1.77
Percent variance	22.99	14.96	13.40	9.71
Cronbach alpha	.924	.907	.893	.853

were retained and the factors considered with caution in further analyses. The factor loadings, eigenvalues, and percent variance for each factor are presented in Table 3. Seven of the factors demonstrated acceptable levels of internal consistency according to the criterion indicated by Lance et al. (2006; Cronbach alpha > .80), while the eighth factor met the more standard criterion (Cronbach alpha > .70; Tabachnick & Fidell, 2007).

Cronbach alpha reliability values were acceptable for affective commitment ( $n = 3$  items,  $\alpha .95$ ), and intent to continue ( $n = 5$  items,  $\alpha .82$ ). The Cronbach alpha for coaching satisfaction was inadequate ( $n = 3$  items,  $\alpha .60$ ), but was strengthened with the removal of the reverse coded item ( $n = 2$  items,  $\alpha .72$ ). Scale intercorrelations among the expectations of self factors (see Table 3) ranged from .27 to .64, indicating no problem with multicollinearity (Tabachnick & Fidell, 2007). Scale intercorrelations among the expectations of the club factors (see Table 4) ranged from .30 to .72 indicating no problem with multicollinearity.

### **Psychological Contract**

One purpose of the study was to describe the content of the psychological contract of the volunteer youth sport coaches. A descriptive analysis ( $M$ ,  $SD$ ) is presented in Table 5 along with the transactional/relational classification of each expectation.

Significant bivariate correlation analyses revealed that tenure was directly associated with coaches' expectation to undertake team administration ( $r = .21$ ,  $p < .05$ ) and provide technical expertise ( $r = .23$ ,  $p < .04$ ). Tenure was also directly associated

with coaches' expectation for the club to provide social opportunities ( $r = .15, p < .05$ ) and inversely associated with their expectation for the club to look after general administration ( $r = -.18, p < .05$ ). These associations were fairly mild and may not truly distinguish coaches with more and less experience. It was not possible to assess variation in psychological contract by the novice/experienced dichotomy considered in Study 1 because of considerably discrepant sub-group sizes with the current sample (Novice, less than or equal to three years  $n = 38$ ; Experienced, more than three years  $n = 149$ ). Separate MANOVAs revealed that gender was not significantly associated with either coaches' expectations of themselves or of their club ( $p > .01$ ). Separate MANOVAs did reveal that coaches' level of play (recreational, competitive) was significantly associated with coaches' expectations of themselves,  $F(4, 179) = 8.96, p < .001$ , and coaches' expectations of the club,  $F(8, 164) = 4.72, p < .001$ . However, the only significant interaction effect of sufficient power to be confident in the findings (.80; Cohen, 1988) was a greater expectation to provide technical expertise on the part of recreational ( $M = 6.32, SD = .92$ ) versus competitive coaches ( $M = 5.53, SD = 1.04$ ) ( $p < .001$ ). Given the limited support for variation among the coaches in the current study, they were considered as one group in subsequent analyses.

To further examine the content of the psychological contract, a repeated measures ANOVA on the four expectations of self factors revealed significant differences in the strength of these expectations,  $F(3, 181) = 107.35, p < .001$ . Post hoc Bonferroni's pairwise comparisons indicated that professionalism was the coaches' strongest expectation of self and did not differ from team leadership. These two relational expectations were significantly stronger than the transactional expectations of technical expertise and team administration, which were significantly different ( $p < .05$ ).

Table 3

*Orthogonal (varimax) Rotation Factor Loadings, Eigenvalues and Percent Variance for Coaches' Expectations of the Club*

Factors	1	2	3	4	5	6	7	8
1. Positive coaching environment								
Ensure volunteer screening	.68	.30	-.13	.27	.16	.08	.13	.06
Arrange formal mentoring for new or less experienced coaches	.63	.10	.04	.33	.36	.25	.13	.08
Assist me with resolving conflict with parents	.62	.33	.28	.18	.05	.14	.16	-.00
Provide me with necessary guidance	.58	.19	.29	.34	.21	.09	.03	.20
Step in and deal with parents when conflict arises	.55	.23	.39	.03	-.05	.11	.20	.03
Have formal organizational structure	.55	.36	-.03	.49	.03	.04	.05	.11
Facilitate idea sharing among coaches	.52	.16	.16	.34	.21	.46	.07	.12
Encourage coaches to assist one another	.52	.15	.15	.33	.36	.26	.01	.01
2. Club Administration								
Coordinate player registration	.32	.75	.16	.11	.15	.05	-.11	.02
Arrange for player uniforms	.32	.73	.17	.09	.16	-.02	.01	.07
Look after financial transactions	.05	.68	.18	.12	-.03	.23	.06	.29
Obtain appropriate insurance/waivers	.32	.67	-.02	.17	.27	.03	.07	-.06
Book facilities for practice and games	.14	.67	.05	.05	.07	.01	.20	.20
Coordinate referees for games	.07	.51	.09	.18	.48	-.11	.13	.34
Schedule regular season games	-.01	.51	.09	.08	.23	.10	-.05	.51
Provide administrative support	.01	.43	.17	.46	.17	.04	-.05	.09
3. Recognition								
Thank me for my contribution	.01	.09	.88	.10	.04	.13	.16	.13
Express appreciation for my involvement	.14	.12	.84	.00	.12	.14	.19	.06
Acknowledge my efforts	.16	.12	.78	.13	.11	.15	.10	-.03
Provide me with moral support	.11	.02	.69	.30	.06	.19	-.03	.06
Provide a token of thanks for coaching	.02	.15	.68	.11	.11	.21	.24	.20
4. Coach Support								
Give me freedom to do my job	-.04	.07	.01	.72	.06	.19	.14	.06
Support me in my decision	.24	.02	.18	.63	.18	.19	.22	-.04
Be receptive to feedback	.33	.17	.26	.62	.07	-.13	-.03	.40

Be available to answer my questions	.30	.08	.15	.60	.19	-.28	.01	.20
Encourage cooperation amongst coaches	.36	.04	.16	.60	.31	.18	.09	-.10
5.Coach Development								
Conduct in-house coach development	.30	.25	.30	.27	.66	.22	.09	.02
Host coaching development sessions	.32	.38	.13	.26	.61	.17	.12	-.02
Administer coaching training clinics	.32	.40	.12	.25	.60	.16	-.05	.02
6.Social Opportunities								
Organize social gatherings for coaches	.13	.09	.37	-.01	.03	.73	.10	.10
Facilitate socializing amongst coaches	.10	.06	.42	.08	.19	.70	.18	.12
Provide opportunities for coaches to meet outside practice/game venue	.31	.03	.30	.16	.16	.69	.14	.17
7. Financial support								
Cover costs related to coaching	.05	-.01	.19	.09	.14	.03	.87	.01
Reimburse out of pocket expenses	.23	.02	.25	.08	.18	.11	.78	.20
Assist with coach related expenses	.11	.14	.17	.13	-.22	.23	.70	.19
8. Extra Opportunities								
Schedule invitational/exhibition games	.17	.13	.20	.03	.01	.21	.15	.75
Coordinate tournament registration	.09	.33	.04	.05	-.09	.13	.32	.72
Eigenvalue	15.96	3.86	2.77	1.95	1.62	1.37	1.22	1.14
Percent variance	11.96	10.73	10.54	9.77	6.20	6.02	5.72	5.29
Cronbach alpha	.91	.87	.90	.81	.90	.87	.83	.72

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Table 4

*Intercorrelation (r) Matrix of Coaches' Expectations of Self and Club*

Factor	1	2	3	4	5	6	7	8	9	10	11
Expectations of Self											
1 Team administration	--										
2 Technical expertise	.58										
3 Professionalism	.27	.55									
4 Team leadership	.30	.50	.64								
Expectations of Club											
5 Recognition	.06	.13	.16	.03							
6 Extra opportunities	-.08	-.07	.05	.01	.40						
7 Financial support	.06	.16	.11	.03	.44	.43					
8 Social opportunities	.20	.25	.05	.03	.60	.42	.43				
9 Coach development	-.05	.25	.33	.21	.44	.37	.27	.45			
10 Coach support	.08	.41	.58	.45	.41	.30	.31	.34	.60		
11 Club administration	-.23	.06	.29	.16	.38	.54	.25	.33	.65	.46	
12 Positive coaching environment	-.02	.27	.39	.24	.47	.48	.38	.50	.72	.72	.61

Values above .15 are significant at  $p < .05$ ; values above .19 are significant at  $p < .01$

An ANOVA with repeated measures on the eight expectations of the club factors revealed significant differences in the strength of these expectations,  $F(7, 166) = 59.32$ ,  $p < .001$ . Post hoc Bonferroni's pairwise comparisons indicated that coach support, a relational expectation, was strongest and was significantly greater than the seven other relational and transactional expectations ( $p < .05$ ). The next strongest expectations in descending order were club administration and positive coaching environment which did not differ. This was followed by coach development which was significantly greater than financial support, recognition, and extra opportunities ( $p < .05$ ), which did not differ. The coaches' weakest expectation of the club was social opportunities, which was significantly less than the expectations of financial support and recognition ( $p < .05$ ), but did not differ from extra opportunities.

### **Psychological Contract Fulfillment**

A descriptive analysis ( $M$ ,  $SD$ ) and relational/transactional classification of the calculated measure of psychological contract fulfillment is also presented in Table 5. Bivariate correlations and MANOVAs revealed no significant effect of coaches' gender, tenure, or level of play on their expectations of themselves or of their club ( $p > .01$ ). A further ANOVA with repeated measures on the eight fulfillment variables revealed significant differences in the level of fulfillment of coaches' expectations of the club,  $F(7, 151) = 20.33$ ,  $p < .001$ . Post hoc Bonferroni's pairwise comparisons indicated that club administration, a transactional expectation, was slightly over-fulfilled and did not differ from the relational expectation of recognition. These fulfillment indicators were significantly greater than the remaining factors ( $p < .05$ ) of extra opportunities, social opportunities, coach support, positive coaching environment, and coach development,



each of which were slightly breached and did not differ. The transactional expectation of financial support was significantly less fulfilled than all the other expectations.

Table 5

*Descriptive Analysis of Coaches' Expectations of Self and Club, and Fulfillment of Expectations*

Factor	<i>M</i>	<i>SD</i>	Classification
Expectations of Self <sup>a</sup>			
Professionalism	6.69	.55	Relational
Leadership	6.65	.71	Relational
Technical expertise	6.05	1.03	Transactional
Team administration	4.63	1.63	Transactional
Expectations of Club <sup>a</sup>			
Coach support	6.20	.76	Relational
Club administration	5.93	1.19	Transactional
Positive coaching environment	5.74	1.03	Relational
Coach development	5.62	1.38	Transactional
Financial support	4.94	1.60	Transactional
Recognition	4.73	1.41	Relational
Extra opportunities	4.58	1.51	Transactional
Social opportunities	4.27	1.53	Relational
Fulfillment of Expectations <sup>b</sup>			
Club administration	.11	.66	Transactional
Recognition	.05	1.57	Relational
Extra opportunities	-.36	1.71	Transactional
Social opportunities	-.42	1.78	Relational
Coach support	-.47	1.08	Relational
Positive coaching environment	-.64	1.37	Relational
Coach development	-.70	1.84	Transactional
Financial support	-1.21	1.81	Transactional

<sup>a</sup> Rated on a scale of 1 (strongly disagree) to 7 (strongly agree)

<sup>b</sup> Calculated based on a scale of -6 (breached) to 0 (fulfilled) to 6 (over-fulfilled)

### **Psychological Contract Fulfillment and Coaches' Satisfaction, Commitment, and Intent to Continue**

Correlation statistics revealed a significant association between several of the fulfillment variables and coaches' satisfaction, commitment, and intent to continue with the club (Table 6). Regression analyses were conducted to identify the relative contribution of the fulfillment variables to the prediction of coaches' satisfaction, commitment, and intent to continue. Prior to interpreting the results of the regression

analyses, collinearity statistics were reviewed to establish if multicollinearity was an issue. Tolerance values of .01 or less and variance inflation factors (VIF) over 10.0 indicate multicollinearity (Tabachnick & Fidell, 2007). The collinearity statistic results for each analysis showed tolerance levels of .22 and above, and VIF values no greater than 4.58. These results demonstrated that multicollinearity was not an issue.

Table 6

*Pearson Correlation Coefficient (r) of the Relationship Between Fulfillment of Expectations and Coaches' Satisfaction, Commitment, and Intent to Continue*

Fulfillment of Expectations	Satisfaction	Commitment	Intent to Continue
Positive coaching environment	.25**	.29**	.30**
Club administration	.20*	.18*	.16*
Recognition	.20*	.29**	.25**
Coach support	.34**	.36**	.32**
Coach development	.09	.18*	.13
Social opportunities	.16	.19*	.24**
Financial support	.13	.02	.02
Extra opportunities	.13	.13	.07

\*  $p < .05$ , \*\*  $p < .01$

Role satisfaction was regressed on the eight fulfillment variables using standard linear regression analysis (see Table 7). The results indicated that coach support and financial support ( $\beta = .31, -.26$ , respectively;  $p < .05$ ) made the only significant unique contribution to the prediction of role satisfaction. The full model accounted for 18.7% of the variance in role satisfaction. The negative relationship for the fulfillment of financial support did not make conceptual sense, as one would expect financial support to be perceived as positive. After reviewing the scatter plot it appeared that a curvilinear relationship existed in the form of a concave curve. To test the hypothesized curvilinear relationship a hierarchical regression with financial support was conducted (Salkind & Rasmussen, 2007). Financial support was entered at step 1, and the squared value of financial support was entered at step 2. A significant change in  $R^2$  from step 1 (linear model) to step 2 (curvilinear model) ( $F$  change = 17.00,  $p < .05$ ) indicated a significant

curve fit. The observed concave curvilinear relationship had an inflection point at  $(x,y) = -1.36, 6.22$  (Neter, Wasserman & Kutner, 1985), which indicates that fulfillment of coaches' expectations for financial support will positively impact volunteer coaches satisfaction up to a certain point (at  $x = -1.36$ ) representing a low amount of financial fulfillment, beyond which role satisfaction declines. The results taken together indicate that psychological contract fulfillment of coach support and, to a point, financial support are positively related to coach satisfaction; thus, hypothesis one was partially supported.

The regression of commitment on the eight indicators of fulfillment revealed that positive coaching environment, financial support and extra opportunities ( $\beta = .39, -.20, -.24$ , respectively;  $p < .05$ ) made a significant unique contribution to the prediction of commitment. The full model accounted for 18.2% of variance in commitment. Again, because of the negative relationship for financial support, as well as extra opportunities, the scatter plot was reviewed and a possible concave curvilinear relationship was observed; thus, a hierarchical regression was conducted (Salkind & Rasmussen, 2007). The change in  $R^2$  from step 1 (linear model) to step 2 (curvilinear model) was significant for financial support ( $F$  change = 7.429,  $p < .05$ ), but not significant for extra opportunities. The concave curvilinear relationship between financial support and commitment had an inflection point at  $(x, y) = -1.21, 5.48$ , which indicates that fulfillment of coaches' financial expectations will positively impact volunteers' commitment to a point ( $x = -1.21$ ) representing a low amount of fulfillment beyond which commitment declines. The results indicate that hypothesis two was partially supported, such that fulfillment of positive coaching environment was positively related

Table 7

*Summary of Standard Regression Analyses for Fulfillment of Expectations Variables Predicting Coaches' Satisfaction, Commitment, and Intent to Continue*

	Satisfaction					Commitment					Intent to Continue				
	B	SE(B)	$\beta$	<i>t</i>	Sig ( <i>p</i> )	B	SE(B)	$\beta$	<i>t</i>	Sig ( <i>p</i> )	B	SE(B)	$\beta$	<i>t</i>	Sig ( <i>p</i> )
Positive coaching environment	.09	.12	.12	.78	.44	.46	.19	.39	2.47	.01	.12	.20	.11	.61	.54
Club administration	.16	.13	.10	1.21	.23	.32	.30	.13	1.56	.12	.34	.23	.14	1.44	.15
Recognition	.07	.07	.11	1.01	.31	.02	.11	.02	.16	.87	-.06	.12	-.06	-.48	.63
Coach support	.29	.11	.31	2.55	.01	.24	.18	.16	1.31	.19	.51	.21	.37	2.44	.02
Coach development	.00	.06	.01	.09	.93	-.13	.09	-.15	-1.45	.15	-.12	.10	-.14	-1.24	.22
Social opportunities	-.01	.06	-.02	-.21	.84	.11	.09	.12	1.20	.23	-.01	.10	-.01	-.13	.90
Financial support	-.13	.05	-.22	-2.6	.01	-.18	.08	-.20	-2.29	.02	-.03	.08	-.04	-.37	.71
Extra opportunities	-.05	.06	-.09	-.89	.38	-.23	.10	-.24	-2.33	.02	-.07	.10	-.07	-.65	.52
<i>R</i> <sup>2</sup>			.187					.182					.142		

to coaches' commitment, as well as financial support to an extent; however, the fulfillment of extra opportunities was negatively related to coaches' commitment.

Finally, intent to continue was regressed on the eight indicators of fulfillment. The results indicated that coach support ( $\beta = .37$ ;  $p < .05$ ) made the only significant unique contribution to the prediction of intent to continue. The full model accounted for 14.2% of the variance in intent to continue with the fulfillment of coach support expectations positively associated with this outcome, indicating support for hypothesis three.

### **Discussion**

A four-factor structure of coaches' expectations of self was identified aligning quite closely with the psychological contract expectations of self in the preliminary framework (Study 1). Specifically, team administration was indicated by the items developed to represent that expectation, while technical expertise, team leadership, and professionalism comprised combinations of items developed to represent their own and other expectations in the preliminary framework. Namely, the factor labeled technical expertise was a combination of the items representing technical expertise and certification. This made conceptual sense as the certification items that loaded with technical expertise were related to coaches' developing/increasing their technical knowledge. The team leadership factor was a combination of items representing positive sport experience and team leadership from the preliminary framework. The items that loaded into this factor related to creating a safe environment, and establishing expectations for the team. These actions are reliant upon the volunteer coach taking on a leader position within the team to oversee these actions. Lastly, the professionalism factor was a composite of items primarily from that factor but also from team leadership and

positive sport experience. These particular items dealt with being prepared, fulfilling obligations, and representing oneself and the organization in a positive manner.

The eight factors representing coaches' expectations of the sport club supported in the current study were also quite similar to the preliminary framework. Five of the factors (coach support, coach development, recognition, social opportunities, and financial support) were indicated by the items developed to represent those expectations. The factor labeled club administration was a combination of the items representing club administration and fundamental sport resources. All of the items in this factor dealt with club management. The factor extra opportunities was not identified in the preliminary framework but comprised items from the fundamental sport resources that related specifically to game/competition opportunities outside of regular season play. Lastly, the factor of positive coaching environment was a combination of items representing the preliminary framework expectations of collegiality, conflict resolution, and club administration. The items all related to supporting coaches working together and with parents. Understanding of the psychological contract of volunteer youth sport coaches was clearly enhanced by the refinement of these factors that was made possible through this study.

The expectations of volunteer youth sport coaches appear to be distinctive, lending support to the notion that psychological contracts are unique to the context (Anderson & Schalk, 1998; Chu & Kuo, 2012; Guest, 2004; Guest & Conway, 2002; Kickul & Liao-Troth, 2003; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998). Providing further insight to this context, the findings also revealed that coaches have high relational and transactional expectations of themselves; however, their relational expectations were slightly stronger. The findings suggest that coaches see their primary

role to the club as displaying good sportsmanship, representing the club positively, providing a safe environment, and establishing the norms and expectations for the team, while the technical aspects of coaching are secondary. The significantly lesser expectation to have and provide technical expertise may be surprising, given coaching is distinct from other youth sport volunteer roles in large part on the basis of practice and competition planning and delivery (Cuskelly et al., 2006). However, technical expertise may be a secondary expectation because of the youth sport context under investigation. Coaches working with older and/or more advanced athletes, such as provincial or state teams or at the collegiate level, may have a different emphasis as to what they expect to provide. There may be even further variation in psychological contract according to the different contexts associated with different coaching levels (cf. Anderson & Schalk, 1998; Cassar & Briner, 2009; Chu & Kuo, 2012; Guest, 2004; Guest & Conway, 2002; Kickul & Liao-Troth, 2003; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998).

The primary expectation that coaches had of their club was coach support (relational) whereby the club gives them autonomy in their position, backs them in their decision making, and is generally available to provide required guidance, enabling them to perform their role. Significantly lower were the expectations for club administration and providing a positive coaching environment. These secondary expectations of the club, such as taking care of paper work and assisting with conflict resolution, can be considered as ancillary to coaching yet are things that also must be addressed to allow the coaches to fulfill their role.

The findings of this study suggest that coaches have high expectations for both transactional elements (e.g., short-term, tangible, economic resources) in terms of looking after administrative tasks that are critical to the coaching environment, and relational

elements (e.g., long-term, socio-emotional, implicit) such as autonomy to execute their role. In general, coaches' relational expectations of the club were fulfilled to a slightly greater extent than their transactional expectations, but overall the psychological contract of volunteer coaches is not being completely fulfilled. This contract breach could be a result of differing perceptions between the volunteer coaches and their sport club as to what coaches' expectations are, and particularly their most important expectations. It could also be a result of the club's inability to satisfy these expectations (i.e., lacking financial or human resources). This is critical because the findings further revealed that the fulfillment of the coaches' psychological contract significantly predicted their satisfaction with their role, commitment to their club, and intent to continue coaching there. However, only a few elements explained unique variance in each of these outcomes. Specifically, coaches' satisfaction was impacted by the fulfillment of their expectation for coach support from the club. This suggests that, above most other elements of their psychological contract, to the extent that the club supports coaches in their decisions, is available to answer questions, and is receptive to feedback, as the coaches expect, the coaches will be more satisfied with their position, and enjoy coaching at their club. Interestingly, the fulfillment of financial support in terms of covering costs related to coaching, reimbursing coaches for out of pocket expenses and assisting with coach-related expenses was important to coaches' satisfaction, but only to a point. The findings suggest that coaches view anything beyond the partial fulfillment of their expectations for reimbursement of out-of-pocket expenses as unnecessary, and perhaps even excessive. This perspective may be consistent with financial strain as a typical condition underlying nonprofit community sport clubs (e.g., Gumulka et al., 2005; Wicker & Breuer, 2011). While coaches appear to view some reimbursement as a



positive practice, they may be particularly aware of the impact of limited resources on the delivery of quality youth sport programs. This finding should serve as a caution that fulfilling expectations does not always lead to increased positive attitude and intentions of volunteers, but can have negative implications (cf. Conway & Briner, 2005).

Coaches' commitment to the club was specifically impacted by the fulfillment of their expectation for the club to provide a positive coaching environment. That is, when the club engages in such things as encouraging coaches to assist one another, arranging for mentoring, and developing an environment of mutual respect among coaches, those coaches are more committed to the club. Similar to role satisfaction, financial support was also found to have a concave curvilinear relationship with commitment which indicates that fulfillment of coaches' financial expectations will positively impact volunteers' commitment to a point beyond which commitment declines. Surprisingly, the findings revealed a negative relationship between the fulfillment of extra opportunities for games and tournaments and coaches' commitment. This may be because coaches did not have a high expectation for extra opportunities, and the extent to which the club provided those is perceived as an unwanted expansion of their role and responsibilities. Coaches' perception of limited resources, in terms of both money and time, for additional offerings may contribute to this negative effect. Similar to role satisfaction, intention to continue was most impacted by the fulfillment of coach support from the club. This implies that the better a club is available to answer questions, support coaches' decisions, and give coaches freedom to do their job, the more likely it is that coaches will continue to volunteer.

Although the findings are specific to the sample in this study, they enhance understanding of the psychological contract of volunteer youth sport coaches, including

the content and fulfillment of transactional and relational elements. The study also extends psychological contract theory and literature by demonstrating further evidence of the impact of contract fulfillment on satisfaction, commitment, and intent to continue (cf. Robinson, 1996; Turnley & Feldman, 1999; Tekleab & Taylor, 2003), and in the volunteer youth sport coaching role in particular. The complexity of these relationships is highlighted, where the fulfillment of different expectations influenced different outcomes.

### **Implications for Practice**

The findings have implications for ensuring an effective coaching environment in the community sport club setting. Clubs should be aware of and attend to the notion that their volunteer youth sport coaches possess psychological contracts; there are things they expect to do for the club, and things they expect the club to do in return. Most importantly, the extent to which the club fulfills (or breaches) the coaches' expectations may impact their attitude and intentions towards the club. It is critical that clubs understand what volunteer youth sport coaches expect of them, and strive to meet those expectations.

The findings have specific implications for the clubs of the coaches studied here, and similar others. Coaches in the current study perceived their expectations of the club to generally be unfulfilled, which constitutes a slight breach of their psychological contract. Exceptions were club administration and recognition, which the coaches felt were fulfilled and even over-fulfilled. The clubs should pay particular attention to expectations that had significant impact but were unfulfilled (coach support, positive coaching environment) to ensure the satisfaction, commitment, and intent to continue of their volunteer coaches. Something the clubs appeared to be doing quite well was looking

after aspects of club administration that the coaches expected. This was one of the coaches' highest expectations of their club and was also fulfilled to the greatest extent. That fulfillment was significantly associated with the coaches' attitudes and intentions towards the club, although it did not explain unique variance in those factors. It may be challenging to provide coach support and a positive sport environment as these relational expectations are derived from socio-emotional exchanges that may involve greater effort and typically require a longer time frame to fulfill (Conway & Briner, 2005; Rousseau & McLean Parks, 1993). This may be evidenced by the coaches' perception that these relational expectations were not completely met.

The clubs should also be aware of the (potentially) negative impact of providing financial support and extra opportunities, even if they are somewhat expected. It is not surprising that the volunteer youth sport coaches had some expectation for their clubs to provide them with financial support so that they would not be out of pocket for coaching. The findings suggest that the clubs need to be more attentive to this as it was the least fulfilled expectation of the coaches' psychological contract. However, the clubs are cautioned to provide this support only to a point, beyond which it could detract from the coaches' satisfaction and intent to stay with the club. The current study suggests that point is below their actual expectations and two-way communication is essential to determine what level of reimbursement is acceptable to coaches. As well, the clubs should be aware that providing additional opportunities for games and tournaments is not a strong expectation of coaches and in fact its fulfillment has a negative impact on their commitment to the club.

Sport managers should be aware that psychological contracts exist and have a powerful impact on volunteers' attitude and intentions, and therefore the contract itself

may need to be managed. Psychological contracts can be managed through communication ensuring that messaging from all levels of the organization is consistent (Conway & Briner, 2005). Communicating expectations during recruitment has been found to be the most effective way to manage the content of the psychological contract (Guest & Conway, 2002). As such sport clubs should use volunteer recruitment and orientation as opportunities to manage their coaches' psychological contract. Explicitly indicating expectations and provisions of the club, and listening to the expectations of volunteers allows both groups of stakeholders to align their psychological contracts with one another and reduce the potential occurrence of breach.

### **Future Research**

In order to further verify the underlying factor structure identified in this study, a confirmatory factor analysis should be conducted with another sample of volunteer coaches (Tabachnik & Fidell, 2007). Re-examination of the influence of the fulfillment of the psychological contract on coaches' satisfaction, commitment and intent to continue should also be conducted in order to verify the predictive power of psychological contract fulfillment with a different sample. Coaches' tenure and level of play should be considered further as some variation was evident but tests were underpowered or only revealed mild effects.

In order to continue to build on the current understanding of psychological contract in general, and in the volunteer coaching context in particular, future research may also consider the psychological contract from the perspective of the sport club to uncover its expectations of volunteer coaches, and of itself as an organization (Guest & Conway, 2002; Tekleab & Taylor, 2003). This could provide insight to determine if the contract of volunteer coaches and their sport clubs are congruent (Nichols, 2012; Teklaeb

& Taylor, 2003). Developing a more comprehensive understanding of the psychological contract may assist in providing volunteer coaches with a positive experience and reduce their intention to leave.

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### Study 3

#### **The Psychological Contract of Community Sport Clubs**

The concept of the psychological contract originated from the works of Argyris (1960), Levinson (1962), and Schein (1965) and has increasingly been employed to explore the relationship between employees and employers (Conway & Briner, 2005; Coyle-Shapiro & Kessler, 2000; Guest & Conway, 2002; Millward & Hopkins, 1998). More recently, the theoretical concept has been applied to the volunteer context (Blackman & Benson, 2010; Farmer & Fedor, 1999; Kim, Trail, Lim, & Kim, 2009; Liao-Troth, 2001, 2005; Nichols & Ojala, 2009; Starnes, 2007; Stirling, Kilpatrick & Orpin, 2011; Taylor, Darcy, Hoye, & Cuskelly, 2006; Vantilborgh, Bidee, Pepermans, Willems, Huybrechts, & Jegers, 2011) where typically volunteers do not possess written contracts and therefore rely on other means to determine what their role entails. The psychological contract has been defined as “the perceptions of both parties to the employment relationship – organization and individual – of the reciprocal promises and obligations implied in that relationship” (Guest & Conway, 2002, p. 22).

While the definition of the psychological contract emphasizes two parties to the agreement, the focus of psychological contract research has been on the employee or volunteer perspective, and specifically the nature of their contract with the organization (Coyle-Shapiro & Kessler, 2000; Millward & Hopkins, 1998; Raja, Johns & Ntalianis, 2004; Tekleab & Taylor, 2003), the fulfillment or breach of that contract (Conway & Briner, 2005; Robinson & Rousseau, 1994), and the further impact of that breach or fulfillment (Ali, Haz, Ramay, & Azeem, 2010; Kingshott & Pecotich, 2007; Turnley & Feldman, 1999). However, by definition, a psychological contract is based on exchange or mutuality, and therefore the consideration of the organization’s perspective is intuitive

(Coyle-Shapiro & Kessler, 2000; Guest & Conway, 2002; Guest 1998). The organization's perspective has been considered by a few scholars who argue that a complete understanding of the reciprocity of the psychological contract cannot be achieved until both parties to the contract are considered (Coyle-Shapiro & Kessler, 2000, 2002; McFarlane Shore & Tetrick, 1994; Tekleab & Taylor, 2003).

The current study builds on this work, as well as previous investigations of the psychological contract of volunteer youth sport coaches (Study 1 and 2), to more fully understand the environment of the volunteer youth sport coach with respect to psychological contract theory. The purpose of this study is to uncover the psychological contract of sport clubs. Three research questions guide this study:

1. What is the psychological contract of sport clubs?
2. What are the most important elements of their psychological contract?
3. How do sport clubs communicate their expectations of volunteer coaches?

## **Review of Literature**

### **Psychological Contract: The Organization's Perspective**

The psychological contract represents the reciprocal obligations that a volunteer and their organization have of each other, representing a broad framework for exploring the exchange relationship between the two. Both early works on psychological contract (Argyis, 1960; Levinson, 1962; Schein, 1965), and its contemporary conceptualization as guided by the work of Rousseau (1989, 1995, 1998, 2004), emphasize reciprocity and exchange as a core idea of the theoretical concept (Coyle-Shapiro & Kessler, 2000, 2002; Guest & Conway, 2002; Lester, Turnely, Bloodgood, & Bolino, 2002; McFarlane Shore & Tetrick, 1994; Tekleab & Taylor, 2003).

Research to date on the psychological contract has focused almost exclusively on the employee perspective (Conway & Briner, 2005), neglecting the organization's perspective. Many scholars argue that in order to capture a comprehensive understanding of the two-way reciprocal exchange, both parties to the agreement must be considered (Conway & Briner, 2005; Coyle-Shapiro & Kessler, 2000, 2002; Guest & Conway, 2002; Lester et al., 2002; McFarlane Shore & Tetrick, 1994; Tekleab & Taylor, 2003). That is, a more complete understanding of the psychological contract requires comprehension of both the employee or volunteer's expectations *and* the organization's expectations. Capturing both the volunteer and the organization's perspective of the psychological contract will aid in understanding the state of the psychological contract in terms of incongruence (expectations unknown to the other), and reneging of expectations (not fulfilling known expectations) (Coyle-Shapiro & Kessler, 2000), as well as the reciprocity of the relationship (Coyle-Shapiro & Kessler, 2002).

When employees consider their organization's psychological contract, they give the organization an anthropomorphic identity, personifying the organization with human qualities (Conway & Briner, 2005). While this can be problematic (Conway & Briner, 2005), anthropomorphism of organizations can be traced back to the foundational writings of Levinson (1962) and is consistent with Rousseau's (1995) contemporary conceptualization that "organizations become party to the psychological contract as principals who directly express their own terms or through agents who represent them" (p.60). Subsequently, the actions by the agents of the organization are interpreted by employees or volunteers as actions by the organization itself; it stands that the organization via its agents can possess a psychological contract consisting of both



transactional and relational elements. As such, organizations, much like individuals, possess the ability to create, fulfill, and breach a psychological contract.

Research on psychological contract has found empirical support that its contents can be classified into transactional or relational components (Coyle-Shapiro & Kessler, 2000; Millward & Hopkins, 1998; Rousseau, 1990, 2001). Transactional contracts tend to be highly specified and explicit (Conway & Briner, 2005). Typically, transactional contracts include tangible rewards that are usually, although not exclusively monetary in nature, in return for fulfilling expectations within a set timeframe (Millward & Hopkins, 1998). Transactional expectations characteristically represent the “aspects of the job which are seen to be straightforward” (Blackman & Benson, 2010, p. 225). Relational contracts are usually more implicit, and have a more fluid time frame to reflect its evolutionary nature throughout the tenure of relationship between the individual and organization. Relational contracts are based on socio-emotional exchanges between the individual and organization (Conway & Briner, 2005). It is purported that the fulfillment (expectations met), breach (expectations unmet), violation (intense emotional reaction to breach) and even over-fulfillment (expectations over satisfied) of the contract impacts on individuals’ attitude and behaviour towards the organization (Conway & Briner, 2005), and this has been substantiated in previous research (e.g., Ali, Haz, Ramay, & Azeem, 2010; Kingshott & Pecotich, 2007; Study 2; Turnley & Feldman, 1999). These findings suggest that psychological contracts play an important role in understanding the relationships that govern the work and volunteer environment.

The few studies that have explored the psychological contract from the organization’s perspective have tended to use employee perspective frameworks and have asked organizations the extent to which those items are also their expectations. For

example, Tekleab and Taylor (2003) used survey items developed by Robinson, Kraatz, and Rousseau (1994) to identify the content and violation of the psychological contract from both the employee and organization's perspective, similar to Lester et al. (2002) and Chen, Tsui, and Zhong (2008). Coyle-Shapiro and Kessler (2000, 2002) measured items that represent typical dimensions of the employment relationship to uncover contract content and violation from both the employee and organization's perspective. The reciprocity of the psychological contract has also been captured using a critical incident technique (Herriot, Manning, & Kidd, 1997); however, this technique is criticized for not capturing the daily routine aspects of a role (Conway & Briner, 2005). Guest and Conway (2002) noted the lack of a conceptual framework to explore the psychological contract from the organization's perspective and conducted a mixed method study. Interviews were conducted first to derive content items, which were then included in a survey study to measure breach and fulfillment of the contract. With the exception of Guest and Conway (2002), these studies have relied on tools designed to capture universal organizational practices from the employee's perspective and therefore may not adequately represent the organization's perspective, nor the potentially unique aspects of the psychological contract in different contexts (Conway & Briner, 2005; Rousseau & Tijoriwala, 1998).

Within the community sport context specifically, there has been a greater use of mixed methods design to uncover the bidirectional relationship of the psychological contract (Smith, 2004; Nichols & Ojala, 2009; Taylor et al., 2006). All three sport context studies explored the psychological contracts of managers (volunteer managers, event managers, administrators) and volunteers beginning with focus groups and/or individual interviews to derive the content of each stakeholder's psychological contract. Smith

(2004) and Nichols and Ojala (2009) identified the content of the contracts through emergent qualitative coding, whereas Taylor et al. (2006) utilized Liao-Troth's adaption of Rousseau's (2000) Psychological Contract Inventory (PCI) established for the paid workforce to code qualitative data. Both Nichols and Ojala (2009) and Smith's (2004) emergent design elicited some expectations that were unique and not found in Liao-Troth's (2001) model.

Scholars have continued to put forth the important role that context plays in affecting the psychological contract (Conway & Briner, 2005). For example, studies have found national culture (Rousseau & Schalk, 2000), context stability (Rousseau & Tijoriwala, 1998), worker status (Ellis, 2007), and organization's human resource practices (Guest & Conway, 2002) to influence the psychological contract. As such, it is important to consider the psychological contract within a given context (Rousseau & Tijoriwala, 1998). The unique findings from research on volunteer organizations continues to necessitate research on the psychological contract within the given setting (e.g., Nichols, 2012; Study 1; Vantilborgh et al., 2012).

### **Communicating the Psychological Contract**

While research has explored the content of the psychological contract (Herriot, Manning, & Kidd, 1997), and the impacts of its breach or fulfillment on attitudes and behaviour (Ali et al., 2010; Kingshott & Pecotich, 2007; Study, 2; Turnley & Feldman, 1999), there has been substantially less research examining how the content of the psychological contract (expectations) is communicated to workers and volunteers (Conway & Briner, 2005). The limited research to date has suggested that increasing the explicitness of contracts via communication channels will lower the experience of breach (Guest & Conway, 2002; Herriot & Pemberton, 1997). In particular, communications

during the recruitment phase have been found to be particularly effective means of shaping the psychological contract (Guest & Conway, 2002), as well as during preliminary socialization into the organization (De Vos, Buyens, & Schalk, 2003; Thomas & Anderson, 1998). Further, Guest and Conway (2002) found that top-down communication was the least effective means of communication and suggested that the “process of communicating the psychological contract is highly complex and organizations where this is left to chance will be likely to have a poorer relationship with employees” (p. 35). Collectively, this limited research indicates the influence that organizations have on shaping the psychological contract by explicitly communicating expectations. However, while Study 1 did find that organizations were communicating some expectations, more commonly volunteer coaches identified sources external to their organization as being influential to the development of their psychological contract.

## **Method**

### **Participants**

A multiple case study approach was used to allow for in-depth study and comparison of different sport clubs to create a profile of the psychological contract of sport clubs (Patton, 2002). The cases were three nonprofit community-based sport clubs located in the southwest Ontario region. A purposeful sample (Miles & Huberman, 1994) of clubs that offer both recreational and competitive youth sport programs, and rely on volunteer coaches for program delivery, were included. The sample comprised a soccer, hockey, and cricket club, and a detailed profile of each case is provided in the results.

Participating clubs were recruited via e-mail. Specifically, club administrators from different organizations were e-mailed a letter explaining the purpose of the study, with a letter of information and invitation to participate embedded in the e-mail (see

Appendix F). Clubs were contacted in waves, with a reminder email sent to the club administrator until a sufficient number were willing and able to participate. Clubs interested in participating contacted the researcher directly to arrange for a focus group.

### **Interview Guide and Procedure**

Semi-structured focus groups were conducted with a sample of board members from each sport club. Each focus group consisted of three to eight participants from a single sport organization, which is considered a suitable size for focus group research (Rossman & Rallis, 2003). Focus groups were used as the interactions amongst participants is thought to enhance data quality, as participants have the opportunity to hear other responses and reflect and comment on those (Patton, 2002). Further, the focus group experience reflected the collective perspective of each club providing a voice for the organization's psychological contract.

The present research used a semi-structured interview guide to gain an understanding of the content of the psychological contract from the sport club's perspective, and to allow for consistency across the focus groups. The interview guide was developed to tap into the sport clubs' expectations of their volunteer coaches and themselves, as well as the most important aspects of the contract, and how the elements of the contract are communicated (see Appendix G for interview guide). Participants of the focus group were asked to discuss what they expect to provide to their volunteer coaches, and what they expect their volunteer coaches to provide in return. Participants were prompted for both transactional and relational expectations, as well as to discuss any differences in expectations they may have based on the level of sport coached (recreational, competitive). Participants were also asked to identify how they share their

expectations of volunteer coaches with the volunteer coaches. At the onset of the focus group, background information (e.g., years club has been in existence, number of registered members, type of programming offered, number of volunteer coaches, any paid personnel) was collected to develop a profile of each club. Each focus group was audio-recorded and transcribed verbatim. Focus groups lasted between 50 and 90 minutes.

### **Data Analysis**

Following data collection, a case record including all pertinent information was created for each organization under investigation. The case record organizes data for subsequent analysis and comparison (Patton, 2002). To do this, data analysis commenced with a priori coding of transactional and relational expectations. To enhance trustworthiness coding was undertaken independently and then collaboratively by the author and her advisor (Ballinger, 2006). A priori coding allowed for themed data to be grouped by a given set of standards consistent with themes in the literature (Patton, 2002). Relational expectations are loosely specified, socio-emotional exchanges, whereas transactional expectations are clearly defined, often tangible expectations (Conway & Briner, 2005). Subsequently, emergent coding was performed to identify the specific content of the relational and transactional contracts. Emergent coding permitted the inductive identification of further expectations (Patton, 2002). Codes were compared, refined, and data re-coded until all emergent sub-themes were developed and agreement among the investigators was achieved. This data, in addition to the club profiles, formed the case records for each club. Lastly, comparisons across the case records were carried out to identify similarities and variations that would represent the psychological contract of sport clubs. The interview data were managed by the computer-aided data analysis software NVivo 8.0 (Weitzman, 2003).

## **Results**

A brief description of each club is presented, followed by a presentation and discussion of both common and unique elements of the psychological contract. The results revealed distinct elements of both transactional and relational contracts, with some variations amongst the sport clubs. Variation in expectations for recreational and competitive level coaches are also presented. A selection of representative quotations that reflect the community sport organizations expectations of themselves and their volunteer coaches are included to portray the psychological contract.

### **Club Profiles**

Club A has been established for 50 years and at the time of study had 3,000 player members. Their club provides indoor and outdoor soccer at both recreational and competitive levels. Club A has one part-time Head Coach whose role is to provide guidance to the club and mentorship to other coaches. As well, Club A has 400 volunteer coaches involved across the recreational and competitive levels.

Club B is a hockey club that exclusively provides programming to 561 female hockey players at both the recreational and competitive level. This club has existed for 15 years with no paid staff and currently operates with 128 volunteer coaches. Club C is a newly established cricket club, operating for just over one year. The club also provides programming at the competitive and recreational level for both boys and girls. Club C has approximately 60 players within the organization, and relies on 12 volunteer coaches to teach the game of cricket.

### **Sport Clubs' Expectations of Volunteer Coaches**

Sport clubs reported both transactional and relational expectations of their volunteer coaches. Three common transactional elements were uncovered: (1) assigned

coaching role, (2) certification, and (3) team administration. Each sport club identified the transactional expectation that their volunteer coaches complete their assigned coaching role. This element reflects the clubs' expectation that volunteer coaches fulfill their time commitment in terms of attending scheduled practices and games, and supporting club activities. Competitive level coaches are also expected to seek additional practice and game opportunities when appropriate. Participant 1 described Club B's expectation "that they [coaches] are really going to commit to their obligations, they are going to show up to practices with the proper practice plan and be organized." Club A Participant 3 shared the same sentiment: "when someone says they will coach, our expectation is that they will coach a game a week for their schedule."

Certification was another common transactional expectation of volunteer coaches. Sport clubs identified the requirement of all their volunteer coaches to obtain police checks and complete ethical training programs, and obtain technical certification. Within the latter expectation, variation was found as this was a requirement for competitive level coaches only, as prescribed by their governing body. Technical certification was viewed as supplemental for recreational level coaches. As Club A Participant 3 indicated: "Our competitive coaches are a lot different. They are required to have certain levels, that is a requirement above us," and further echoed by Club B Participant 1: "Yes, there are different expectations, there are different certifications that they require." At the recreational level, technical certification was described as a preference rather than an expectation, as described by Club C Participant 1: "we are hoping that coaches at least have their level one which is really quite basic."

Each sport club also identified the expectation that their volunteer coaches conduct team administrative tasks. Clubs expect their recreational and competitive level



coaches to be the line of communication between the club and parents, making the initial contact with players on the team, registering their team for tournaments, overseeing general paperwork (e.g., signing game sheet), and sending out reminders. As Club A Participant 1 noted, “at the start they are also provided with a list of players. They are expected to contact all the players and pass on information.” Variation between the recreational and competitive coaches was noted in terms of the tasks. Competitive level coaches are also expected to obtain and oversee a volunteer staff of a team manager and assistant coach, supervise team money management, and find a team sponsor. As Club A Participant 2 explained, “at the rep [competitive] level we do more fundraising, which isn’t happening at the house league level; you have to find your own sponsors.” Club B Participant 2 also reflected on the different expectations of recreational and competitive level coaches: “just the volume isn’t there because everything is set at the beginning of the season for house league; a lot of the administrative type of work, there isn’t any financial collection except for tournaments at the house league level.”

Other transactional expectations of volunteer coaches that were not uniformly identified by all three sport clubs are: (1) technical competency, (2) player recruitment, and (3) league meetings. Technical competency was noted by both Clubs A and C in terms of an expectation that their volunteer coaches have at least a basic understanding of the game. As Participant 2 from Club C indicated, “a basic understanding of the game is very important, because if you are going to be teaching kids they’ve [volunteer coaches] got to understand the basics.” Player recruitment and attending league meetings are expectations only identified by Club A and for competitive level coaches. As Participant 3 indicated, “We hope that they [coaches] are helping to generate interest in our competitive programs, so we encourage them to call up kids out of the recreational

program.” These two expectations may reflect the larger size and longer history of the club, or may be a function of the sport of soccer.

The sport club’s common relational expectations of their volunteer coaches were indicated by three elements: (1) team leadership, (2) providing a positive experience, and (3) professionalism. All three sport clubs identified these elements as integral expectations of their volunteer coaches.

The element of team leadership was identified as an expectation of competitive level coaches by all three sport clubs, and an expectation of recreational coaches by two clubs. The concept of team leadership encompasses the volunteer coach engaging in actions, such as setting the tone for the team, defining expectations, and dealing with team parents. As indicated by quotations from all three sport clubs: “So we expect coaches to establish that tone, and coaches to stand up to parents” (Club C Participant 3); “The coach is responsible for the on-ice duties and the team morale, and that mentorship obviously comes from the coach” (Club B Participant 1); and, “You have to deal with kids and when they become teenagers, you know, bullying. Exclusion can happen on teams. It’s sometimes hard to see...you have to deal with some level of discipline with kids and attitudes” (Club A Participant 1).

Providing a positive experience was another common expectation amongst all three sport clubs for recreational level coaches and for two clubs at the competitive level. Sport clubs expect their coaches to instill a love of the game in their athletes, keep winning and losing in perspective, with the desired outcome that the athletes return season after season. As Participant 2 from Club B indicated, “overall, it’s not necessarily winning and making the play-offs, but creating a fun, safe environment that everyone can participate in;” a notion echoed by Club A: “I think, too, especially at the younger age

groups, you want them to have that love for soccer and instill that love for soccer, so I think it needs to be a fun experience for them...it should be encouraging” (Participant 4). The clubs expect the coach to ensure such a positive environment. This element was identified by only Clubs A and C as an expectation for their coaches at the competitive level.

The final common relational expectation of volunteer coaches was professionalism, including being a good role model, representing the club positively, demonstrating respect for all participants, and modeling and teaching positive values. As one participant described, “ethical behaviour at all times, stressing the importance of respecting the rules, officials, and all players” (Club A Participant 5). Further, Participant 2 from Club C described the expectation for volunteers to possess a selfless interest in their role as volunteer coaches: “you’ve got the coaches that really want to do this for the kids as opposed to themselves.”

Three unique relational elements emerged from the data: (1) player/ individual development, (2) being a mentor coach, and (3) promoting fair play. Clubs A and C identified the expectation that their volunteer coaches nurture the development of the whole person and not just the athlete. As Club A Participant 6 noted, “[the] coaching philosophy is based on the guidelines of healthy child development with focus on the developing the player as a person and a soccer player.” Additionally, the expectation of Clubs A and C that more senior coaches mentor those less experienced was expressed by, “coaches coach the other coaches...in terms of leadership not only to the kids, but to the other coaches...I expect the coaches to identify other coaches and train them” (Club C Participant 3). The promotion of fair play was identified by Clubs A and C for their recreational level coaches, and Club A for its competitive level coaches. Fair play reflects

the organization's expectation that its coaches follow a fair play philosophy, such that athletes receive equal playing time and instruction, and all athletes are treated equally.

Of the different expectations that the community sport clubs have of their volunteer coaches, they most consistently identified that it is most important for all coaches to fulfill their assigned coaching role in terms of satisfying their time commitment to the team (e.g., attending practices and games), and creating a positive experience for participants. In addition, one club (Club A) identified the critical importance of being a positive role model, and that competitive level coaches possess technical competency in order to develop their athletes' skills.

### **Sport Clubs' Expectations of Self**

Three common sub-themes emerged amongst all of the sport clubs representing their transactional expectations of themselves: (1) provision of fundamental resources, (2) club administration, and (3) formal training opportunities. These expectations are the same with regard to both competitive and recreational level coaches.

Sport clubs expect to provide the resources, such as facilities for practices and games, along with the necessary equipment and uniforms that are fundamental to the provision of their sport. Participant 3 from Club C noted, "we need to provide a few things. We need to provide facilities, equipment and those sorts of things, like very basic," and Participant 4 from Club A described its recent ability "to give house league teams a specific field to use, whereas in the past it was a problem."

Club administration was a second common element amongst the sport clubs. This diverse element includes several expectations that relate to general club organization. Clubs expect to organize and oversee player club registration and team tournament registration, collect and manage finances, provide a structure for the organization, and set

training and game schedules. As Participant 2 noted, “everything is set at the beginning of the season for house league; a lot of the administrative type of work [is taken care of], there isn’t any financial collection.” As well, Club A Participant 1 recognized, “you want [to provide] communication, you want access to information, you want to provide resources and support, you want to provide them with expectations that you have of them.”

The third common club expectation was the provision of formal training opportunities. Clubs expect to provide training opportunities to their coaches, run by experts within and/or outside the club, to increase the technical knowledge of their volunteer coaches. For example, Club A indicated that their club “has coach clinics...we are moving towards making them mandatory; they are education clinics that we run ourselves” (Participant 3). As well, Club C noted their expectation to provide educational opportunities: “provide them [coaches] with additional resources from outside places like the universities so that we can take our programs to the next level” (Participant 3).

In addition to the three common transactional expectations, one unique expectation emerged in the data. Clubs A and B noted their expectation to provide financial support to their volunteer coaches. For example, when coaches were required to pay for any training either through the club or outside, the clubs assist in covering these costs. As identified by Club B Participant 2, “our biggest initiative is we provide training, we cover the costs, when they have to have training under the OWSHA rules.” Club A echoed a similar notion when asked if they provide any financial compensation for coaching courses: “we pay for all that is required” (Participant 3).

The clubs’ relational expectations of themselves were indicated by two common elements amongst the sport clubs: (1) coach support, and (2) conflict resolution. Coach

support represents a broad element including supports such as being responsive to volunteer coaches' needs, listening to coaches' concerns, acting as a resource to coaches, and providing a clear understanding of the structure of the organization and how policies operate. As Participant 1 from Club B identified, "so those two people [rep director] and [house league director] try to be that sounding board, like 'come and ask me'." Club C expressed a similar expectation of itself: "What we provide is a place that is responsive to their needs, how they think things should be going. We should be listening and working with them on those things" (Participant 3).

Sport clubs also expect to provide assistance to coaches during conflict resolution, and provide a process for resolution. As one participant noted, "If they have a difficult situation that they have to deal with parents, players, just any issues that arise while they are coaching, you know, if they can't deal with it or they feel they can't deal with it, we need to be there to help them" (Club A Participant 6).

Two unique expectations that emerged from the data were the club providing coaches with opportunities to socialize, and providing recognition to the volunteer coaches. As Clubs B and C identified, they expect to provide opportunities for coaches and athletes to socialize with one another as a means to enhance their team cohesiveness outside of the playing area. As Participant 3 Club C noted, "the coaches are expected to suggest something, because who else knows the kids better, but the organizing and the logistics part setting it all up is taken care of." As well, Club A and C noted that they expect to take different occasions to thank their volunteers for their dedication to their club, Participant 3 from Club A discussed this expectation: "I think that as a club we should always take advantage of opportunities to thank our coaches or help them to see

what they are contributing...we do have a volunteer recognition program which I think is important.”

Of the different transactional and relational expectations identified, all clubs indicated club administration and particularly communicating with coaches in terms of disseminating pertinent information, as well as coach support in terms of being responsive to needs and assisting with conflict resolution, as the most important expectations to fulfill. These items represent both transactional and relational elements of the psychological contract, suggesting clubs value providing both aspects to their volunteer coaches.

### **Communication of Expectations**

Sport clubs identified a variety of means by which they communicate their expectations to their volunteer coaches. These communication techniques do not align with any specific transactional or relational expectations but with the psychological contract in general. The one common means of communicating club expectations is through an orientation meeting. Four other unique themes also emerged in the data, including: (1) handbook, (2) website, (3) interview, and (4) email.

Orientation meeting is the only common communication technique employed by all three sport clubs. Sport clubs acknowledged that at their orientation meetings they discuss coach expectations in terms of fulfilling their commitment and completing the required administration work, and the clubs outline club operations and relay the support that is available for coaches. As Club A indicated, “at our coaches’ meetings we discuss our hope that they will practice and we talk about the fact that here is your practice field and here is your night” (Participant 3). Providing a handbook to volunteer coaches that outlines their roles, club policies and procedures, as well as codes of conduct was

identified by Clubs A and C as a means to communicate coaches' responsibilities. Club A also acknowledged using their website by posting their club handbook on the website, as well as providing notices. Club A also uses an interview process with their competitive coaches as an opportunity to outline expectations. As Participant 6 noted, "with our rep coaches they all go through an interview process and a lot of our expectations are dealt with in the interview." Lastly, Club B also uses email as a means of communication to update coaches prior to their formal orientation meeting: "Most of the communication is email prior to those meetings, and at those meetings [we] finalize those directions" (Participant 1).

### **Discussion**

This study uncovered the psychological contract from the sport clubs' perspectives rather than adopting a coach framework to assess their expectations. Adding to previous research investigating the psychological contract of volunteer youth sport coaches (Study 1, Study 2), the current examination of psychological contract from the organization's perspective provides a more complete understanding of the volunteer youth sport coach environment. Common expectations of sport clubs and their volunteer coaches were found amongst the sport clubs. In particular, all the clubs identified the expectations that volunteer coaches complete their assigned role, have and/or obtain the appropriate certification, and complete some team administration tasks; all of which represent transactional expectations. Further, the sport clubs also have the common relational expectations of their coaches to act as a team leader, create a positive experience for participants, and act in a professional manner. Additionally, sport clubs have common expectations of what they provide to their volunteer coaches. Specifically, the clubs' transactional expectations are to provide the necessary resources for sport play,



complete club administrative tasks, and provide training opportunities for their volunteer coaches. As well, the sport clubs expect to provide support to their coaches in terms of being available to answer questions and provide guidance, in addition to assisting with conflict resolution, which represent relational expectations. These common expectations represent a preliminary framework for sport clubs' psychological contract with their volunteer coaches.

Delving into the organization's perspective aids in understanding psychological contract in terms of incongruency (expectations unknown) or reneging of expectations (not fulfilling known expectations) (Coyle-Shapiro & Kessler, 2002) on the part of the sport clubs. A comparison with the coach framework developed in Study 2 is undertaken here to further consider the state of the psychological contract within the volunteer coaching environment. While a direct comparison between the current findings and those in previous research (Study 1, Study 2) is limited because of the different methodologies, it is useful to begin to align the frameworks for a broader consideration of psychological contract in this context.

The transactional expectations that sport clubs have of their volunteer coaches (team administration, assigned coaching role, and certification) represent the clubs' understanding of the coaches' fundamental role. They appear to be quite similar to what coaches believe their transactional expectations to be; namely, team administration and technical expertise (Study 2). That is, both the club and the volunteer coaches recognize the importance of coaches fulfilling their role. However, sport clubs' expectations tend to focus on coaches satisfying the time commitment (i.e., attending practices and games), whereas previous research (Study 2) indicates coaches tend to focus more on developing practice plans, game strategy, and player fitness and view their role as bringing technical

expertise and thus more than a warm body to the position. Notably, Study 1 revealed that only competitive level coaches expected to have coach certification (i.e., technical certification), and that is consistent with the findings from the current study. However, sport clubs were also more aware of the need for their coaches to obtain the appropriate volunteer screening to satisfy regulatory demands than coaches, whereas previous research indicates that coaches expect the club to oversee volunteer screening as part of creating a positive coaching environment (Study 2). Also consistent with previous findings, the clubs expect competitive level coaches to take on more team administrative tasks, which aligns with competitive level coaches' expectations of their role (Study 1).

With regard to relational expectations, the clubs expect the coach to take on team leadership in terms of establishing team norms for players and parents. This appears to be similar to coaches' expectations of themselves (Study 2). Some discrepancy exists, however, in terms of how coaches and clubs view the expectation of what has been labeled professionalism. Sport clubs expect coaches to display good sportsmanship, represent the club in a positive manner, and respect all stakeholders. Previous research found coaches have similar expectations of themselves, but they also perceive creating a fun and positive environment and individual development as part of being professional (Study 2). The contrast suggests that coaches have a broader interpretation than clubs do of what it means to be professional. Another relational expectation, identified by two clubs, is for coaches to be fair in terms of providing equal instruction and playing time. Notably, this expectation was not indicated by coaches (Study 2).

Sport clubs identified the transactional expectation that they complete club administration tasks such as setting game and practice schedules, player registration, and communicating pertinent information. Sport clubs also expect to administer training

clinics for coach development. Prior research found that coaches also expect sport clubs to complete administrative tasks as well as provide training clinics (Study 2).

Additionally, sport clubs expect to provide volunteer coaches with the necessary resources to effectively run a practice and/or game (i.e., necessary equipment, booking fields/ice), which is a similar expectation of coaches reported in previous research (Study 2). Two of the sport clubs also identified their expectation to provide coaches with financial support so that they are not out of pocket for such things as obtaining certification or volunteer screening. A similar expectation was found to exist amongst volunteer youth sport coaches (Study 2).

In terms of the relational expectation of coach support, sport clubs expect to be responsive to coaches' needs, and be a resource to coaches. Coaches have similar expectations of sport clubs, but also expect their club to provide them with a level of autonomy to perform their role as they see fit (Study 2). Interestingly, none of the clubs identified autonomy as something they expect to provide to coaches. In previous research, coaches also identified the expectation that clubs provide a positive environment which includes idea sharing among coaches, providing guidance, encouraging coaches to assist one another, and assisting with conflict resolution (Study 2), whereas clubs in the current study focus on conflict resolution rather than the broader environment. The opportunity to socialize was also identified as an expectation of coaches (Study 2), however only two clubs expect to provide these opportunities. The findings from Study 2 indicated coaches also anticipate receiving some form of recognition for their volunteer work, but this is not a common expectation among the clubs in the current study.

The comparison of expectations from the two different perspectives of coaches and the club seem to reveal that, for the most part, coaches' and clubs' reciprocal expectations are similar. However, there are some differences that suggest coaches have a more complex psychological contract with their club, particularly when it comes to their expectation of providing technical expertise and their expectation of the club providing a positive coaching environment. Coaches see their role as being much richer than simply showing up for a specified time commitment, which is how the sport clubs in this study described their expectation of coaches. As well, previous research found coaches expect their sport club to facilitate creating a positive coaching environment by overseeing such things as volunteer screening and arranging mentorship opportunities (Study 2), whereas clubs in the current study expressed it is their expectation that coaches undertake appropriate screening and arrange for mentoring amongst themselves. These incongruencies seem to indicate that each party is not fully aware of the others' expectations, which has the potential to lead to a breach of psychological contract.

It is also revealing that the sport clubs seem to be quite consistent in terms of what they expect to provide to their volunteers coaches, but there is greater variance when defining what clubs expect their coaches to provide in return. The variation among clubs, with regard to expectations for technical competency, player recruitment, attending league meetings, fair play, individual development, and mentor coaching may be a function of the nature of the sport each club represents, the size of the club, and/or the history of the club. These findings warrant further investigation; however, they highlight the importance of context as a critical factor in psychological contract. Contextual variation is further suggested by the few variations of expectations observed based on the level of sport being coached.

While some incongruencies exist between the psychological contracts of volunteer coaches and sport clubs, it is important to note that the expectations that clubs thought to be the most important to fulfill appear to correspond to what coaches perceive to be the most important things they expect clubs to provide (Study 2); namely, coach support, and club administration. Similarly, coaches and sport clubs both perceive it is most important that coaches fulfill relational expectations such as being a positive role model and creating a positive experience, yet the two groups differ concerning the coach role. Sport clubs emphasized the expectation that coaches fulfill their time commitment to their team, whereas coaches focused on creating a positive experience, acting in a professional manner, and the technical expertise they bring to the sport. Both view their respective expectations of coaches as critical.

In terms of how the psychological contract is communicated to volunteer coaches, all of the sport clubs identified utilizing an orientation meeting as an opportunity to discuss expectations, and two out of three clubs identified the use of a club handbook. Volunteer coaches in previous research (Study 1) did identify sport clubs directly informing their psychological contract through formal means such as meetings, and discussions with board members however, influences external to the sport club, such as previous experience as a player and/or coach and word of mouth from those outside the organization appeared to predominantly influence the content of their psychological contract. There appears to be a disconnect between the two groups regarding how the coaches' psychological contract is being managed, and this could also be a leading cause of the seemingly slightly disparate expectations amongst volunteer coaches and sport clubs.

Largely, it appears as though sport clubs' expectations are focused on providing an opportunity for sport participation. This is reflected in their expectations of their volunteer coaches for meeting regulations as outlined by governing bodies (i.e., technical certification, volunteer screening), and being present at games and practices, and their expectations of themselves to provide the fundamental resources and attend to club administration. In contrast, volunteer coaches seem to perceive their role to be much more multifaceted and complex in terms of fulfilling their relational expectations, and the many aspects involved in coaching beyond fulfilling a time commitment (i.e., developing practice and game plans). Sport clubs may be employing a "program management" approach that is oriented towards identifying operational tasks and then recruiting volunteers to fulfill them (Cuskelly, Hoye, & Auld, 2006, p. 82). This contrasts a "membership management" approach which is more socially focused on identifying motivations and expectations of volunteers and assigning roles that match these (Cuskelly et al., 2006). Employing the psychological contract as a management tool for "people-building rather than people-using" (Guest & Conway, 2002, p. 22) appears to be a useful framework for the volunteer coaching context as it aligns with volunteer coaches' desires.

### **Conclusion**

This study provides insight into the coaching context, and specifically the relationship between sport clubs and their volunteer coaches. Further, this study contributes to psychological contract theory by extending knowledge regarding the psychological contract of organizations, and sport organizations in particular. The findings support the notion that organizations can possess a psychological contract that comprises expectations of its employees or volunteers as well as expectations of itself (Conway & Briner, 2005; Coyle-Shapiro & Kessler, 2000, 2002; Guest & Conway, 2002;

Lester et al., 2002; McFarlane Shore & Tetrick, 1994; Tekleab & Taylor, 2003). The existence of an organization's psychological contract presumes the potential for further implications of the fulfillment or breach of that contract. For example, employee breach of the organization's expectations has been found to negatively impact employees' performance and organizational citizenship behaviour (Tekleab & Taylor, 2003). As well, when employers perceive that they have fulfilled their contract it creates an obligation for employees to reciprocate (Coyle-Shapiro & Kessler, 2002). The psychological contract of sport clubs uncovered in the current study provides a preliminary basis for comparison with coaches' expectations as well as for the further consideration of both parties' fulfillment or breach of their contracts, and the associated positive and negative impacts (Ali, Haz, Ramay & Azeem, 2010; Kingshott & Pecotich, 2007; Turnley & Feldman, 1999). A comparison of current and previous results suggests incongruencies of expectations exist between coaches and sport clubs, creating the potential for psychological contract breach.

However, several limitations to this study must be acknowledged. First, the findings come from a limited number of sport clubs. Further examination with an expanded sample may reveal further similarities amongst clubs, substantiating the current findings, or even more unique expectations based on the context of the sport club. Second, this study does not represent the fluid, evolving nature of the psychological contract (Conway & Briner, 2005) and is a snap-shot of the psychological contract at one point in time. Third, this research relied on self-reported responses from participants which is beneficial for tapping into individual perceptions, but is also limited by participants' ability to select events, bias in recalling relations, and how they aggregate several events to arrive at a single conclusion (Conway & Briner, 2005). Lastly, while

this study captures the understudied perspective of the organization (Guest & Conway, 2002), it does not allow for a direct comparison of the psychological contract of the clubs involved and their coaches. As such, the exact nature of reciprocity is not depicted, but rather a generalized perception based on common expectations and a comparison with a previous study (Study 2).

Future research should include further developing the psychological contract framework of sport clubs as presented in this study through broad survey research. Consideration of the size of the organization and the length of establishment may be two factors to consider (Cornforth & Simpson, 2002; Lindsay & Rue, 1980), as these may be the basis for differing expectations amongst sport clubs and means of communicating them to their coaches. As well, replication of the study in other community sport contexts is encouraged to create a more in-depth understanding of the volunteer youth sport coach environment in general; for example, sports with individual athlete and coach dyads versus teams and coaches, and sport clubs with paid staff. Consideration of variation between clubs' expectations of recreational and competitive level coaches should also be continued.

Although the psychological contract framework uncovered in this study is preliminary, it does provide several implications for practitioners. It suggests that sport clubs have particular expectations of their volunteer coaches as well as particular expectations as to what they will provide. While it appears that sport clubs' and volunteer coaches' expectations are congruent in terms of what the most important aspects of the psychological contract are, there are several nuances amongst the two parties that do not align, potentially resulting in unfulfilled expectations. Previous research (Farmer & Fedor, 1999; Kim et al., 2009; O'Donohue & Nelson, 2009; Starnes, 2007; Study 2)



indicates that unfulfilled psychological contracts have a significant impact on volunteers' attitude and behavior, including role satisfaction, commitment and intent to continue coaching (Study 2).

As such, sport clubs should be aware of coaches' expectations and cognizant of any discrepancies that may result in unfulfilled expectations on the club's part. Further, knowing coaches' expectations, clubs may be better poised to shape and manage those expectations to ensure they align with the club's expectations, and are sufficiently strong and consistent. Overemphasizing organizational goals (program management) may exclude volunteers' needs, interest and expectations, resulting in decreased volunteer satisfaction (Cuskelly et al., 2006). A membership management approach would seek to understand the volunteers' goals and expectations and then specify club expectations within that role, allowing for consideration of individual needs as well as working to align the psychological contracts of both the volunteer and sport club.

In terms of managing the psychological contract, there appears to be a disconnect between the two groups in terms of factors that influence the development of coaches' psychological contract. In Study 1, coaches identified influences external to the organization as predominately shaping their contract, while in the current study clubs identified conducting orientation meetings and creating handbooks to express expectations. It appears as though sport clubs depend on a single occasion (i.e., orientation meeting) to outline expectations of their coaches and communicate what the club itself expects to provide. This may be a time when coaches most likely receive information pertaining to numerous aspects of the sport season, potentially resulting in information overload and thus not allowing clubs' expectations of coaches to be effectively communicated. Sport clubs should consider that top-down communication has

been shown to be the least effective means of communicating expectations (Guest & Conway, 2002) and thus should consider the different opportunities that exist to define, reinforce, and gain knowledge pertaining to volunteers' expectations; for example, during recruitment, coach development clinics, personal conversations, and any appraisals that may take place (cf. Conway & Briner, 2005).

The findings of this study revealed the expectations that sport clubs have of themselves and their volunteer coaches, the most important aspects of their psychological contract, and how they communicate those expectations. Sport clubs should be aware of the differing perceptions of expectations between themselves and their volunteer coaches as well as the different mechanisms that exist to manage the psychological contract so as to create an effective volunteer youth sport coaching environment.

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## **Summary**

The general purpose of this dissertation was to provide a comprehensive examination of the volunteer youth sport coaching environment using psychological contract theory. In order to serve this purpose, three studies were conducted. Study 1 examined the content of volunteer youth sport coaches' psychological contract. Study 2 further established a framework of coaches' psychological contract through broad survey research, as well as examining the impact of fulfillment on coaches' satisfaction, commitment and intent to continue. Finally, Study 3 investigated the psychological contract from the sport clubs' perspective.

Psychological contracts are defined as “the perceptions of both parties to the employment relationship – organization and individual – of the reciprocal promises and obligations implied in that relationship” (Guest & Conway, 2002, p.22). Empirical evidence has shown that the content of the psychological contract can be categorized as either relational or transactional (Coyle-Shapiro & Kessler, 2000; Millward & Hopkins, 1998; Rousseau, 1990, 2001). Scholars have also found that the context of the organization plays an important role in the content of the psychological contract (Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998). Further, fulfillment or breach of the psychological contract has been shown to affect employees' attitude and behaviour towards their organization (Conway & Briner, 2005).

The concept of psychological contract derived its roots from research in the paid workforce (Conway & Briner, 2005), and has more recently been employed in the research of volunteers (Stirling, Kilpatrick, & Orpin, 2011), and sport volunteers in particular (Nichols, 2012). The results presented in this dissertation suggest psychological

contracts are prevalent within the volunteer youth sport coaching context and their fulfillment and breach influence volunteers' attitude and behavioural intentions.

Specifically, Study 1 examined the content of 22 volunteer youth sport coaches' psychological contract. Semi-structured interviews were conducted to reveal the volunteer coaches' expectations of themselves and their sport club. The interviews also explored the most important aspect of the psychological contract as well as influences to its development. The findings revealed that volunteer coaches possess both transactional and relational expectations of themselves and their sport club that are quite specific to their role, lending support to the notion that psychological contracts are both context and role specific (Guest & Conway, 2002; Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998). Expectations of volunteer coaches appear to vary based on the level of sport they coach (competitive, recreational), and particularly by their coaching tenure (novice, experienced), representing the evolving nature of the psychological contract (cf. Rousseau, 1989). This study also revealed that volunteer coaches' psychological contract is heavily influenced from sources external to the sport club, supporting Nichols' (2012) and Rousseau and Schalk's (2000) proposition that psychological contracts are influenced by the individual, society, and the organization.

Study 2 looked to further establish the framework of psychological contract uncovered in Study 1 using broad based survey research. Based on the preliminary conceptual framework uncovered in Study 1, a survey was developed to determine the content of volunteer coaches' psychological contract, as well as determine the fulfillment of that contract and measure the impact of fulfillment on satisfaction, commitment, and intent to continue. Data from 187 volunteer coaches were subjected to an exploratory factor analysis that resulted in two transactional expectations (technical expertise, team

administration) and two relational expectations (professionalism, leadership) of the coach, and four transactional (club administration, coach development, financial support, extra opportunities), and four relational expectations (coach support, positive coaching environment, recognition, social opportunities) of the sport club. Through regression analyses the study further demonstrated that psychological contract fulfillment significantly and positively predicted volunteer coaches' satisfaction, commitment, and intent to continue. However, the strongest predictors of these outcomes were the fulfillment of coach support and a positive coaching environment. Interestingly, providing financial support was important to coaches' satisfaction and commitment but only to a certain point, beyond which it had a negative impact. Also, fulfilling the expectation of extra opportunities was found to have a negative relationship with coaches' commitment to the club. The findings of Study 2 demonstrate that fulfilling aspects of volunteer youth sport coaches' psychological contract are associated with increased satisfaction, commitment, and intent to continue.

Having explored the psychological contract from the volunteer coaches' perspective, the purpose of Study 3 was to examine the content of sport clubs' psychological contract and how they communicate their expectations. This study expands our understanding of the reciprocal nature of psychological contracts and extends the limited existing literature on organizations' psychological contracts. Focus groups were conducted with board members from three different sport clubs to represent the collective expectations. Data analysis revealed sport clubs to possess both transactional and relational expectations of themselves and their volunteer coaches. Sport clubs' expectations of themselves were quite consistent amongst the three clubs, but more variation was found in their expectations of volunteer coaches, and further differences of

expectations persisted based on the level of sport coached (recreational, competitive). A comparison of expectations between sport clubs and coaches (Study 1, Study 2) revealed that, for the most part, the two groups had similar expectations especially pertaining to the most important aspects of the psychological contract. However, some apparent incongruencies were identified. In particular, the comparison of current findings with previous research suggested that coaches and sport clubs hold differing views in terms of what coaches are expected to do in their 'on-field' role, and who is responsible for creating an effective coaching environment. Additionally, it was revealed that sport clubs rely on single events, and particularly orientation meetings, to depict their expectations of coaches, whereas coaches identified sources external to their sport club as primarily shaping their psychological contract (Study 2).

### **Contribution to Theory and Knowledge**

The findings of all three studies demonstrate the complexity of psychological contracts, and contribute to theory and knowledge pertaining to psychological contract theory in general, and in the volunteer coaching environment in particular. First, the findings confirm the relevance context plays in the content and shaping of the psychological contract. Previous research has suggested that psychological contracts vary based on contextual variations (Rousseau & Schalk, 2000; Rousseau & Tijoriwala, 1998); however, this research highlights that further variation can exist within a specific role (recreation vs. competitive level) (Bellou, 2009; Raja, Johns & Ntalianis, 2004).

Second, the impact of sources external to the organization, particularly previous experience and society in general, were highlighted as important factors in shaping one's psychological contract, in addition to the organization itself. This finding corroborates Rousseau and Schalk's (2000) findings that there may be a multitude of influences to

one's psychological contract. Third, both transactional and relational expectations were evident for volunteer coaches, challenging the work of Kim, Trail, Lim, and Kim (2009) who proposed that volunteers would exclusively possess relational expectations. Fourth, the fulfillment of transactional and relational expectations was shown to be an important predictor of volunteer coaches' satisfaction, commitment and intent to continue. The findings extended psychological contract theory by revealing what expectations are most important to volunteer coaches, and specifically in terms of the impact of fulfillment. Lastly, it was confirmed that organizations possess a psychological contract consisting of both transactional and relational expectations.

### **Implications for Practice**

Taken together, these findings indicate several implications for sport clubs and those responsible for managing coach-club relationships, such as recreational and competitive league conveners, the board president, and the club head coach. First, these sport managers should be aware that volunteer coaches are entering their clubs with preconceived notions of what their role entails. Volunteers are being influenced from their own previous athletic and coaching experience, their professional lives, as well as from peers. As such, it is important for sport managers to actively manage the psychological contract of their volunteers so as to increase the potential for contract fulfillment based on both parties having congruent expectations. Sport managers should consider the numerous interactions that they have with their volunteer coaches as opportunities to manage and shape their psychological contract.

Second, it is also important that sport clubs recognize the importance of fulfilling coaches' psychological contracts, and in particular their relational expectations. Although the fulfillment of all expectations were significant predictors of coaches' role satisfaction,

commitment, and intent to continue, it was the fulfillment of relational expectations of coach support and positive coaching environment that made unique contributions to these effects. While coaches perceived these factors to be of particular importance, sport managers should note the disparate perspective coaches and sport clubs had regarding these elements. The results indicate that the two parties perceive these factors to include quite different components, thus increasing the potential for contract breach.

Third, while the importance of fulfilling psychological contract expectations has been reported (Conway & Briner, 2005; Study 2), sport clubs should be cognizant of the potential negative impact of fulfilling certain expectations. In particular, it was revealed that fulfilling coaches' expectations of extra opportunities was negatively associated with their commitment to the club. Consequently, it suggests to sport managers that working to provide more is not always in their best interests; they should be strategic in their efforts to yield the greatest returns.

### **Future Research**

In order to further advance the knowledge base on psychological contracts in the volunteer context, and the volunteer coaching context in particular, several directions for future research have emerged in this dissertation. First, continued exploration of sport clubs' perspective through broad-based survey research will enhance our understanding of sports clubs' psychological contract. A greater understanding of sport clubs' contracts will allow for more in-depth comparisons with volunteer coaches.

Second, different research methods such as case studies, critical incident techniques, and scenario methodologies could be used to deepen our understanding of the exchange component central to the psychological contract (Conway & Briner, 2005). There is also a need to understand how and why the psychological contract changes over

time, as scholars suggest (Conway & Briner, 2005; Rousseau, 2004) and as implied in the findings of Study 1. Mild effects of tenure on coaches' expectations were also identified in Study 2.

Lastly, consideration of other stakeholders in the community youth sport context should be considered. Nichols (2012) proposes that it is limiting to assume that the volunteer only holds a psychological contract with the organization. Volunteer coaches may have contracts with several different stakeholders; for example, parents, assistant coaches, team manager, and players. In order to create a richer understanding of the coaching environment, it would be fruitful to exam the nature of coaches' psychological contracts with other stakeholders (and, in turn, the contracts of those stakeholders) and their impact on the attitudes and intentions of the volunteer coach.

A comprehensive understanding of the coaching environment is fundamental to creating an effective sport organization (Cuskelly et al., 2006), and achieving policy related goals (i.e., Australian Sport, 2010; Canadian Heritage, 2012; SportScotland, nd). The findings of this dissertation make a valuable contribution to understanding the volunteer youth sport coach environment, and the nature and impact of psychological contract in that context. The further implications for practice may guide sport managers in enhancing the attitudes and behaviour intent, and particularly retention, of volunteer youth sport coaches.

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## **Appendix A**

The University of Western Ontario

Certificates of Approval for Research Involving Human Subjects



## Office of Research Ethics

The University of Western Ontario  
 Room 5150 Support Services Building, London, ON, Canada N6A 3K7  
 Telephone: (519) 661-3036 Fax: (519) 850-2466 Email: [ethics@uwo.ca](mailto:ethics@uwo.ca)  
 Website: [www.uwo.ca/research/ethics](http://www.uwo.ca/research/ethics)

### Use of Human Subjects - Ethics Approval Notice

**Principal Investigator:** Dr. A. Doherty

**Review Number:** 17649S

**Review Date:** December 03, 2010

**Review Level:** Full Board

**Approved Local # of Participants:** 32

**Protocol Title:** Organizational Expectations of Youth Sport Coaches

**Department and Institution:** Kinesiology, University of Western Ontario

**Sponsor:**

**Ethics Approval Date:** February 22, 2011

**Expiry Date:** July 31, 2011

**Documents Reviewed and Approved:** UWO Protocol. Letter of Information and Consent. Debriefing Letter.

#### Documents Received for Information:

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above named research study on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information. If you require an updated approval notice prior to that time you must request it using the UWO Updated Approval Request Form.

During the course of the research, no deviations from, or changes to, the study or consent form may be initiated without prior written approval from the NMREB except when necessary to eliminate immediate hazards to the subject or when the change(s) involve only logistical or administrative aspects of the study (e.g. change of monitor, telephone number). Expedited review of minor change(s) in ongoing studies will be considered. Subjects must receive a copy of the signed information/consent documentation.

Investigators must promptly also report to the NMREB:

- a) changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) all adverse and unexpected experiences or events that are both serious and unexpected;
- c) new information that may adversely affect the safety of the subjects or the conduct of the study.

If these changes/adverse events require a change to the information/consent documentation, and/or recruitment advertisement, the newly revised information/consent documentation, and/or advertisement, must be submitted to this office for approval.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussion related to, nor vote on, such studies when they are presented to the NMREB.

Chair of NMREB: Dr. Riley Hinson  
 FDA Ref. #: IRB 00000941



# Use of Human Participants - Ethics Approval Notice

**Principal Investigator:** Dr. Alison Doherty  
**File Number:** 102528  
**Review Level:** Full Board  
**Approved Local Adult Participants:** 124  
**Approved Local Minor Participants:** 0  
**Protocol Title:** The Psychological Contract of Volunteer Youth Sport Coaches - 19010S  
**Department & Institution:** Health Sciences/Kinesiology, Western University  
**Sponsor:**  
**Ethics Approval Date:** June 05, 2012 **Expiry Date:** December 31, 2012

## Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
Western University Protocol		
Other	Survey	
Letter of Information	Email Letter of Information for Participants	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above named research study on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941

*This is an official document. Please retain the original in your files.*





**Western  
Research**

Research Ethics

**Use of Human Participants - Ethics Approval Notice**

**Principal Investigator:** Dr. Alison Doherty

**File Number:** 102945

**Review Level:** Delegated

**Approved Local Adult Participants:** 50

**Approved Local Minor Participants:** 0

**Protocol Title:** Understanding Community Sport Organizations' Relationship with their Coaches: An investigation of expectations

**Department & Institution:** Health Sciences/Kinesiology, Western University

**Sponsor:**

**Ethics Approval Date:** March 08, 2013 **Expiry Date:** August 31, 2013

**Documents Reviewed & Approved & Documents Received for Information:**

Document Name	Comments	Version Date
Revised Study End Date	The study end date has been extended to August 31, 2013 to allow for project completion.	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above referenced revision(s) or amendment(s) on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

*This is an official document. Please retain the original in your files.*

Western University, Research, Support Services Bldg., Rm. 5150

London, ON, Canada N6A 3K7 t. 519.661.3036 f. 519.850.2466 [www.uwo.ca/research/services/ethics](http://www.uwo.ca/research/services/ethics)

## **Appendix B**

### Letters of Information

#### Study 1

Dear [Club Administrator],

I am undertaking a study on the organizational expectations of volunteer youth sport coaches as part of my doctoral studies at the University of Western Ontario, under the supervision of Dr. Alison Doherty. It would be greatly appreciated if you could forward the following information to your coaches who can then contact me directly with any questions or to participate in the study.

Yours in Sport,

Alanna Harman

PhD Candidate



### **Organizational Expectations of Volunteer Youth Sport Coaches**

Dear Coach,

I am undertaking a study on the organizational expectations of volunteer youth sport coaches as part of my doctoral studies at the University of Western Ontario, under the supervision of Dr. Alison Doherty. I am interested in understanding what volunteer coaches expect from their sport organization, and what they expect to provide to the organization in return. Volunteer youth sport coaches are critical to sport in our community, and the findings will help us to better understand the coaching environment.

I am inviting male and female, novice and experienced, volunteer youth sport coaches over the age of 18, who are involved at either the recreational or competitive level, to participate in a personal interview. If you are interested in participating please contact me (email) for further information or to schedule an interview. The interview should take about 25 minutes and can be done in person or over the phone.

Participation in the study is voluntary. You may refuse to answer any questions, and you may withdraw from the study at any time. The interview will be audiorecorded only with your permission. The interview data will

be transcribed verbatim and will be returned to you for any clarification or elaboration. There are no known risks to your participation. The information reported to us will be held in confidence. Your name, the name of your organization, and any other identifiers will be removed from the interview transcript. Fictitious names will be used in reporting the study findings. A copy of the transcribed interviews will be kept in a locked office accessible only to the researchers involved in this study.

This letter of information is for you to keep. If you have any questions regarding this study please contact the researchers listed below. If you have any questions about the conduct of this study or your rights as a research subject you may contact the Office of Research Ethics, The University of Western Ontario, 661-3036 or e-mail at: email.

Thank you for your consideration,

Alanna Harman

PhD Candidate

School of Kinesiology

Dr. Alison Doherty

Associate Professor

School of Kinesiology



## **Appendix C**

### **Interview Guide**

#### **Study 1**

Preamble:

Please consider these questions with respect to your volunteer coaching with [sport and name of club].

Background Questions:

1. How long have you been coaching in total?
2. Has all of your coaching been with this organization?
3. What level do you coach with this organization? (recreational or competitive)
4. What is your title? (Head Coach, Assistant Coach, Defensive Coach, Pitching Coach etc.)
5. Describe your current coaching role.

Coach Expectations of Organization:

1. What do you expect your sport organization to provide to you?
  - [Prompt: provide equipment, uniform, training, support, leadership, scheduling practice facilities, providing important information]
2. How do you know about these things?
  - [Prompt for both implicit and explicit expectations: did someone tell you, was it written somewhere, have you witnessed it, was there an orientation meeting, assume from previous experience?]
3. Of the items you have identified that your sport organization should provide to you, which of these are the most important to you?
  - [Prompt: What do you value the most from the organization, what would make your role more difficult if you did not have?]

Coach Expectations to Organization:

1. What do you expect to provide to the organization?
  - [Prompt: technical expertise, communication, leadership, planning, program delivery, player discipline?]
2. How did you determine that these were appropriate expectations?
  - [Prompt: did someone tell you, was it written somewhere, have you witnessed it, was there an organizational orientation?]

3. Of these different expectations that you provide to the organization, which ones do you believe are the most important?
4. Do you fulfill all of these expectations?
  - [Prompt: Do you satisfy some more than others?]

Thank you for your time.

## **Appendix D**

### Letter of Information

#### Study 2

[Subject line: Invitation to Participate – Survey Study of Volunteer Youth Sport Coaches]

Dear [Club Administrator],

Professor Alison Doherty and I are undertaking a study of volunteer youth sport coaches' expectations of their club and of themselves. It would be greatly appreciated if you could forward the following information to your volunteer coaches who can then contact me directly with any questions.

Yours in Sport,  
Alanna Harman  
PhD Candidate



### **The Psychological Contract of Volunteer Youth Sport Coaches**

Dear Coach,

Professor Alison Doherty and I are undertaking a study of volunteer youth sport coaches' expectations of their club and of themselves. These expectations form a coach's "psychological contract" with his or her club. We are interested in understanding what volunteer coaches expect to provide to their community sport club, what the club is expected to provide in return, and whether they are fulfilling these expectations. Volunteer youth sport coaches are critical to sport in our community, and the findings will help us to better understand the coaching environment.

We are inviting male and female, novice and experienced, volunteer youth sport coaches over the age of 18, who are involved at either the recreational or competitive level, to participate in the study by completing

an online survey. The survey should take about 20 minutes to complete. It will give you an opportunity to reflect on your relationship with the club you coach for.

There are no known risks associated with participation in this study. Participation is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time. The information reported in your survey will be held in strictest confidence and is only for the use of Dr. Doherty and myself. No individuals will be identified in the data or any published results.

If you agree to participate you may access the survey at a secure website by clicking the cursor on this link: <https://www.surveymonkey.com/s/volunteercoaches>. At the completion of the survey, you may choose to be entered into a draw for one of three \$50 gift certificates for SportChek. In order to ensure the anonymity of your responses to the survey, you will be directed to a separate secure area from which you may make your request for the draw. Your contact information will only be used for the draw, and will be destroyed once the draw has been made.

Please complete the survey as soon as possible, or by [date].

Completion of the survey indicates your consent to participate in the study. If you have any questions about the survey or the final results, please contact me as indicated below. If you have any questions about the conduct of this study or your rights as a research subject you may contact the Office of Research Ethics, Western University, 519-661-3036 or [ethics@uwo.ca](mailto:ethics@uwo.ca).

Thank you for your consideration,

Alanna Harman

PhD Candidate

School of Kinesiology

Dr. Alison Doherty

Professor

School of Kinesiology

## **Appendix E**

### **Volunteer Youth Sport Coach Survey: Psychological Contract**

#### **Study 2**

## Introduction

Thank you for participating in this study of volunteer youth sport coaches. There are two sections to this survey. There are no right or wrong answers; we are interested in your own perceptions.

The survey should take about 20 minutes to complete, and will allow you to reflect on your relationship with your sport club. As you complete this survey please reflect upon your experiences with the organization that you currently coach with.

At the completion of the survey you will have the opportunity to enter into a draw for one of three gift certificates from SportChek.

Alanna Harman  
PhD Candidate, Sport Management  
School of Kinesiology, Faculty of Health Sciences  
The University of Western Ontario

Alison Doherty, PhD  
Professor, Sport Management  
School of Kinesiology, Faculty of Health Sciences  
The University of Western Ontario



**Section 1: Background**

**1. What is your age in years?**

**2. What is your gender?**

☐ Female

☐ Male

**3. How many years have you coached in total?**

**4. What team sport do you currently coach? (If you coach several team sports please focus on only one of them for this survey)**

**5. What level do you currently coach in this sport?**

☐ Both

☐ Competitive

☐ Recreational

**6. If you coach at both levels please focus on only one for the survey and indicate that here.**

☐ Competitive

☐ Recreational

**7. How many years have you coached with your current club?**

**8. What is the highest level of coaching certification you have obtained?**



## Section 2: Psychological Contract

There are four parts in this section.

### Part A

**In this section we are interested in what you believe you are expected to do for your club. Using the scale provided, indicate the extent to which you agree or disagree with each statement.**

**As a coach with this club I expect to...**

	Strongly Disagree			Neither agree or disagree			Strongly Agree
	1	2	3	4	5	6	7
Register my team for tournaments/ competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide technical sport expertise to my athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure athletes are having a good time while participating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct myself in a professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have and/or obtain coaching certification qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a safe environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange for player uniforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a team leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare practice plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish norms and expectations for the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upgrade my coaching certification qualifications as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure players develop their technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part A continues on the next page

## Section 2: Psychological Contract

### Part A continued

As a coach with this club I expect to...

	Strongly Disagree		Neither agree or disagree		Strongly Agree		
	1	2	3	4	5	6	7
Complete team paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent the club in a positive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act in an ethical manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a sense of mutual respect between players and myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look after team business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be certified to a given level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a positive experience for athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop game strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate important information to team members/ parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend coaching development sessions as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide coaching during games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate commitment to my team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part A finishes on the next page

## Section 2: Psychological Contract

### Part A continued

As a coach with this club I expect to...

	Strongly Disagree			Neither agree or disagree			Strongly Agree
	1	2	3	4	5	6	7
Develop players' sport skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book facilities for practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display good sportsmanship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop players' love for the sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule regular season games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a mentor to other coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule invitational and exhibition games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange accommodations for away tournaments and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide guidance to individual players	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop players' fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline players when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be the point of contact between team members and the club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you believe you are expected to do for the club, in your role as coach?

Thank you for completing Part A; please move to Part B

## Section 2: Psychological Contract

### Part B

**In this section we are interested in what you expect your club to do. Using the scale provided, indicate the extent to which you agree or disagree with each statement.**

**I expect the club to...**

	Strongly Disagree						Neither agree or disagree						Strongly Agree
	1	2	3	4	5	6	7						
Schedule practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Provide administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Be available to answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Schedule regular season games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Administer coach training clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Organize social gatherings for coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Coordinate player registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Provide assistance in difficult situations with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Be receptive to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Acknowledge my efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Book facilities for practices and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Provide a token of thanks for coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Obtain appropriate insurance and waivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Host coaching development sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Encourage cooperation amongst coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	

Part B continues on the next page

## Section 2: Psychological Contract

### Part B continued

#### I expect the club to...

	Strongly Disagree		Neither agree or disagree		Strongly Agree		
	1	2	3	4	5	6	7
Conduct promotions/ marketing of the club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate socializing among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide me with moral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thank me for my contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give me freedom to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange for player uniforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look after financial transactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage coaches to assist one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cover any costs I incur related to coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support me in my decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express appreciation for my involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct in-house coach development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate referees for games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reimburse me for out of pocket expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Step in and deal with parents when conflict arises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B finishes on the next page



## Section 2: Psychological Contract

### Part B continued

I expect the club to...

	Strongly Disagree		Neither agree or disagree		Strongly Agree		
	1	2	3	4	5	6	7
Provide information/ manuals with sample practice plans and drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act in a fiscally responsible manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for coaches to meet outside the practice/game venue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule invitational and/or exhibition games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an environment of mutual respect among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure volunteer screening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate idea sharing among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist with coaching related expenses (mileage to tournaments, hotel rooms, coach courses etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate tournament registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide me with necessary guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange formal mentoring for new or less experienced coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a formal organizational structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide necessary equipment for my team to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist me with resolving conflict with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you expect the club to do?

Thank you for completing Part B; please move to Part C



## Section 2: Psychological Contract

### Part C

In this section we are interested in the extent to which your club does the things listed in Part B (whether you expect it or not).

Using the scale provided, indicate the extent to which you agree or disagree with each statement.

#### The club...

	Strongly Disagree			Neither agree or disagree			Strongly Agree
	1	2	3	4	5	6	7
Schedules practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is available to answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedules regular season games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administers coach training clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizes social gatherings for coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates player registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides assistance in difficult situations with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is receptive to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges my efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books facilities for practices and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a token of thanks for coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtains appropriate insurance and waivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosts coaching development sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages cooperation amongst coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C continues on the next page

## Section 2: Psychological Contract

### Part C continued

#### The club...

	Strongly Disagree			Neither agree or disagree			Strongly Agree
	1	2	3	4	5	6	7
Conducts promotional marketing of the club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates socializing among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with moral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks me for my contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives me freedom to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranges for player uniforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looks after financial transactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages coaches to assist one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covers any costs I incur related to coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports me in my decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses appreciation for my involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts in-house coach development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates referees for games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reimburses me for out of pocket expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steps in and deals with parents when conflict arises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C finishes on the next page

## Section 2: Psychological Contract

### Part C continued

#### The club ...

	Strongly Disagree			Neither agree or disagree			Strongly Agree
	1	2	3	4	5	6	7
Provides information/ manuals with sample practice plans and drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts in a fiscally responsible manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for coaches to meet outside the practice/game venue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedules invitational and/or exhibition games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops an environment of mutual respect among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures volunteer screening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates idea sharing among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists with coaching related expenses (mileage to tournaments, hotel rooms, coach courses etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates tournament registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with necessary guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranges formal mentoring for new or less experienced coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a formal organizational structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides necessary equipment for my team to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists me with resolving conflict with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing Part C; please move to the last part, Part D

## Section 2: Psychological Contract

### Part D

Please indicate the number that best reflects the extent to which you agree or disagree with each statement.

	Strongly Disagree							Neither agree or disagree					Strongly Agree
	1	2	3	4	5	6	7						
My club has fulfilled all of my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
My club has come through in fulfilling the expectations I have of it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
My club has failed to fulfill many of my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	
Overall, my club has fulfilled my expectations of it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	

**Thank You for your participation!**

You may click on the link below to go to a separate secure website with instructions on how to be entered into a draw for one of three \$50 gift certificates to Sport Chek.

[Click here to go to the draw ballot instructions](#)

If you do not wish to be entered in the draw, please click "Done" below and exit the survey. Thank you!

## **Appendix F**

### Letter of Information

#### Study 3



Understanding Community Sport Organization's Relationship with their Coaches:  
An Investigation of Expectations

Dear [Club Administrator],

Professor Alison Doherty and I are undertaking a study of community sport organizations' expectations of volunteer coaches and of themselves. We are interested in understanding what community sport organizations expect from their volunteer coaches, and what they expect to provide to the volunteer coaches in return. Volunteer youth sport coaches are critical to sport in our community, and the findings will help us to better understand the coaching environment.

We are inviting 3 – 5 current board members from your community sport organization to participate in a focus group interview. The discussion will focus on the coaching environment in general, and in particular what your sport club expects volunteer coaches to provide, and what your sport club provides in return. Participation in this focus group session will provide you with an opportunity to discuss and reflect on the coaching environment in your sport club. If your organization is interested in being involved, please respond to us by e-mail (email). The date, time and location of the session will take place at the convenience of those participating.

Sessions will be audio-recorded to facilitate the accurate collection of information from all participants in the group, and will be transcribed verbatim. Your involvement in the focus group session indicates your consent to participate in an audio-recorded session. If you do not wish to be audio-recorded you cannot participate in this study. Each session will be scheduled for 60 minutes. Light refreshments will be provided.

Participation in the study is voluntary. You may refuse to answer any questions, and you may withdraw from the study at any time. The information reported to us will be held in confidence. Your name, the name of

your organization, and any other identifiers will be removed from the interview transcript. Fictitious names will be used in reporting the study findings and all personal and organizational identifiers will be removed to maintain anonymity. A copy of the transcribed interviews will be kept in a locked office accessible only to the researchers involved in this study.

This letter of information is for you to keep. If you have any questions regarding this study please contact the researchers listed below. If you have any questions about the conduct of this study or your rights as a research subject you may contact the Office of Research Ethics, The University of Western Ontario, 661-3036 or e-mail at: email.

Thank you for your consideration,

Alanna Harman, MA  
PhD Candidate  
School of Kinesiology

Dr. Alison Doherty  
Professor  
School of Kinesiology

## **Appendix G**



## Interview Guide

### Study 3

## FOCUS GROUP INTERVIEW GUIDE

### Background Questions (each focus group participant to answer):

6. What is your title on the Board of Directors with your community sport organization?
7. Describe the activities that you engage in, in your role.
8. How long have you been on your Board of Directors?
9. What kind of contact/ interaction do you have with volunteer coaches at your club?

### Community Sport Organization (Club) Expectations of Volunteer Coaches (group discussion):

4. What do you expect your volunteer coaches to provide to your club?
  - [Prompt: team administration, certification, technical expertise, team leadership, positive sport experience, professionalism]
5. Do your expectations of volunteer coaches vary based on the level they coach, recreational versus competitive? And by their experience level novice versus experienced?
6. How do you let your volunteer coaches know of these expectations?
  - [Prompt: orientation meeting, a coach handbook, club Head Coach]
7. Of the items you have identified that your volunteer coaches should provide to you, which of these are the most important to the community sport organization?
  - [Prompt: What do you value the most from the volunteer coaches, what would make your role more difficult if they did not do something?]
8. Do the volunteer coaches fulfill all of your expectations?

### Community Sport Organization (Club) Expectations to Volunteer Coaches:

5. What do you expect to provide to the volunteer coaches?
  - [Prompt: fundamental sport resources, club administration, financial compensation, coaching development, coach support, social opportunities, collegiality, recognition?]
6. Of these different expectations that you provide to the volunteer coaches, which ones do you believe are the most important?
7. Do you fulfill all of these expectations?

- [Prompt: Do you satisfy some more than others?]

Thank you for your time, is there anything else you would like to add?

## Curriculum Vitae

### Alanna Harman

PhD. Candidate (ABD)

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## Education

### **Ph.D. Candidate ABD (expected completion 2013)**

The University of Western Ontario, London, Ontario, Canada

Title of dissertation: The Volunteer Youth Sport Coach Environment: A Psychological Contract Perspective

Supervisor: Dr. Alison Doherty

### **2008 M.A. (Masters of Arts in Applied Health Sciences specializing in Sport Management)**

Brock University, St. Catharines, Ontario, Canada

Title of thesis: Understanding the Financial Status of a Group of High Performance Athletes

Supervisor: Dr. Lucie Thibault

### **2005 B.S.M. (Bachelor of Sport Management) with First Class Standing**

Brock University, St. Catharines, Ontario, Canada

## Membership in Academic and Professional Societies

- 2009 - NASSM (North American Society for Sport Management)
- 2010 – 2011 ARNOVA (Association for Research on Nonprofit Organizations and Voluntary Action)

## Honours and Awards

- 2013 Western Graduate Thesis Research Award \$810
- 2012 Western Kinesiology Graduate Student Conference Travel Award \$760
- 2012 Western Faculty of Health Sciences Conference Travel Award \$500
- 2011 Graduate Thesis Research Award Funds \$616
- 2010 London Synchro Club Coach of the Year
- 2009 – 2013 Western Graduate Research Scholarship \$50,791
- 2009 Faculty of Health Sciences Graduate Scholarship \$11,218
- 2009 Synchro Swim Ontario Coach of the Year
- 2007 Brock University Graduate Fellowship \$14,222
- 2007 Recipient of the Dick Pound Award, Brock University \$250
- 2006 Brock University Graduate Fellowship \$14,222
- 2005 Deans' Honours List
- 2004 Deans' Honours List
- 2004 Brock University Returning Scholars Award \$350

2003 Brock University Returning Scholars Award \$350  
 2003 Appreciation of efforts with 'Hats Off For Cancer' drive with Brock University

### **Special Training**

Western Certificate in University Teaching and Learning  
 NCCP Learning Facilitator & Evaluator  
 NCCP Level III Theory & Technical Synchronized Swimming  
 Judge Level 1 Synchronized Swimming  
 National Lifeguard valid until 2013

### **Scholarly Work**

#### **Peer Reviewed Journals**

Misener, K., Harman, A. & Doherty, A. (in press 2013). Understanding the local sports council as a mechanism for community sport development. *Managing Leisure*.

Harman, A. (2012). Videos in case-based teaching in the sport management classroom. *Teaching Innovation Projects*, 2(2).

Kerwin, S., Doherty, A., & Harman, A. (2011). An in-depth examination of conflict in non-profit boards. *Small Group Research*, 42(5), 562-594.

#### **Other Scholarly Publications**

Harman, A. (2008). Understanding the financial status of a group of high performance athletes. (Unpublished Masters of Arts thesis). Brock University, St. Catharines, Ontario, Canada.

#### **Peer Reviewed Presentations**

Lebel, K., Harman, A. & Fletcher, C. (2013, May). Innovation in the Sport Management Classroom: Student Interpretation of YouTube as a Learning Tool. Presented at NASSM 2013 Conference, Austin, TX.

Lebel, K., Harman, A. & Danylchuk, K. (2013, March). Student Interpretation of YouTube as a Learning Tool. Presented at Technology in Education Symposium: Making TIES @ Western, London, ON.

Harman, A. & Lebel, K. (2012, May). Would the real grounded theory please stand up? Presented at NASSM 2012 Conference, Seattle, WA.

Harman, A. & Doherty, A. (2012, May). Perceived expectations of self and the organization. Poster presented at NASSM 2012 Conference, Seattle, WA.

Harman, A. & Doherty, A. (2011, June) The psychological contract of volunteer youth sport coaches. Presented at NASSM 2011 Conference, London, ON.

Harman, A. (2011, April) Understanding the environment of youth sport coaches. Presented at Brock University Student Research Colloquium 2011, St. Catharines, ON.

Misener, K., Harman, A., & Doherty, A. (2010, November) The duality of healthy citizenship and self-interest in a local sports council. Presented at NASSS 2010 Conference, San Diego, CA.

Doherty, A., & Harman, A. (2010, September) "Actively engaged"? A critical analysis of the new Canadian policy for women and girls in sport. Presented at EASM 2010 Conference, Madrid.

Harman, A., & Thibault, L. (2010, June) Understanding the financial status of a group of high performance athletes. Presented at NASSM 2010 Conference, Tampa, FL.

Misener, K., Harman, A., & Doherty, A. (2010, June) Understanding the local sports council as a mechanism for community sport development. Presented at NASSM 2010 Conference, Tampa, FL.

Harman, A. (2007, April). Financial needs of high performance athletes in Canada. Presented at 7th Annual Brock University Sport Management Student Research Colloquium 2007, St. Catharines, ON.

### **In Progress**

Harman, A. & Lebel, K. An examination of grounded theory use in sport management. In preparation for submission to Journal of Sport Management.

Harman, A., & Doherty, A. Perceived Expectations of Self and the Organization: Psychological Contract of Volunteer Youth Sport Coaches. In preparation for submission to Journal of Sport Management.

### **Teaching**

Guest Lecture, 3rd Year Honours 'Organizational Change' (Human Resource Management):

November, 2012

November/ December 2011

Guest Lecture, 3rd Year Honours 'Job Design' (Human Resource Management):

October/November, 2012

Guest Lecture, 3rd Year Honours 'Stress' (Human Resource Management):

November, 2011

October/ November, 2010

Guest Lecture, 3rd Year Honours 'Introduction to Organizational Behaviour' (Human Resource Management):

September, 2011

September, 2010

Guest Lecture, 3rd Year Honours 'Relationship and Ethnic Marketing' (Sport Marketing):  
February, 2012

Guest Lecture, 3rd Year Honours 'Cause Related Marketing' (Sport Marketing):  
March, 2010

Teaching Assistant, Western University, September 2009 – 2013  
Assisting professor in the delivery of the course through lecturing in the classroom, grading of exams and papers and assisting in assignment development. Course assisted with:

Human Resource Management in Sport.

Teaching Assistant, Brock University, September 2005 – 2007  
Assisting professors in the delivery of their courses through seminar instruction, grading of papers and exams, maintenance of accurate and attendance and grade records. Courses assisted with:

Introduction to Sport Management  
Introduction to Sport and the Law  
Qualitative Analysis for Sport Management

### **Professional Service**

2012	Co-Reviewer for the International Journal of Sport Management and Marketing
2012-2013	NASSM (North American Society of Sport Management) International Relations Committee
2012	Western University Convocation Usher
2011	NASSM (North American Society of Sport Management) Conference Organizing Committee
2010	Society of Graduate Students (SOGS), Graduate Student Teaching Award Selection Committee member, UWO
2010-2011	Society of Graduate Students (SOGS), Western Graduate Review Member

### **Professional Development**

- 2012 *Western Certificate in University Teaching and Learning*
- Advanced Teaching Program: 20 hour intensive training program including two microteaching sessions
  - Teaching Mentor Program: Provide and receive peer feedback on teaching
  - Course Design: Design a course in your discipline
  - Future Professor Workshop Series (10)

- Preparing an effective course syllabus
- Getting feedback on your teaching
- Dealing with difficult teaching situations
- Effecting affect: Methods for facilitating affective knowledge in the classroom
- Teaching critical thinking
- Strategies for marking essays
- Flipping problem solving on its head
- Writing a teaching philosophy statement
- Teaching master class: Lecture in political science
- Teaching master class: Lecture in media, information and technoculture

## **Work Experience**

### **Head Coach, London Synchro Club, ON, 2010 –**

This position requires synchro-specific knowledge that allows me to oversee the technical development of 40 competitive swimmers and 40 recreational level swimmers. In this position I am required to provide leadership to fellow coaches, and mentor developing coaches. Within this position I oversee the management of the entire of the club (pool booking, schedules, finances, coach contracts, performance evaluations, conflict resolution etc.). Strong organization skills are required to oversee the different portfolios run by club volunteers. Strong communication and analytical skills are required to maintain good relations with members. To be successful in this position I have to be able to work both independently and in a team environment, have strong interpersonal skills to foster relationship building, the ability to oversee several portfolios simultaneously and make decisions focused on the long-term vision of the organization.

### **Team Ontario 12 & Under ‘B’ Team Assistant Coach, ON, 2009**

Within this position I worked closely with the Head Coach and the Synchro Swim Ontario staff. I was responsible for assisting in the development of a domestic training camp, as well as supervision of athletes while travelling and attending an international training camp. Concise and timely communication to team members and parents was also required to assist in coordination of travel, billeting, training requirements and Synchro Swim Ontario Policies and Procedures.

### **Club Administrator, Mississauga Synchronized Swimming Association, ON, 2008 – 2009**

Within this position I was responsible for the daily business of the synchro club. Skills required to perform successfully in this position included clear communication to executive, club members, and business associates. Organizational skills to maintain a fiscally responsible organization, ensure pool bookings are appropriate, seek and apply for appropriate grants and feedback via the club e-mail. Within this position I worked closely with our club Head Coach and Executive members, and successfully received a Trillium Grant.

### **Synchronized Swimming Coach, Mississauga Synchronized Swimming Association, ON, 1997 – 2001 & 2005 – 2009**



I was responsible for the development of Masters Recreational, Provincial and 12 & Under Trillium level swimmers, both in their figures and routine. Within my functionality as a coach, I was also responsible for the communication to parents, executive, and head coach of my goals, and how I planned to achieve them; this was accomplished through yearly, seasonal, and daily practice planning.

**Satellite Program Coordinator, Mississauga Synchronized Swimming Association, ON, 2006 – 2009**

Responsibilities in this position included hiring coaches, administrative work with Synchro Ontario, coordinating judges for testing dates, registration of swimmers, promotion of program, and communication with program participants.

**Athlete Relations, Canadian Athletes Now Fund (CAN Fund), September 2004 – 2007**

Skills required to perform proficiently in this position were professional communication skills both oral and written to communicate with athletes and National Sporting Organizations. This position required the ability to work independently and take initiative. Within this role I was required to be highly organized and possess the ability to work on several projects simultaneously while prioritizing actions to meet immediate needs. The main focus of my portfolio was overseeing the 'Athlete Selection' Committee, maintaining accurate athlete data, distribution of funds to recipients, and fostering positive relationships with athletes and National Sporting Organizations.

**Synchronized Swimming Coach, Brock Synchro, St. Catharines, ON, September 2001- 2005**

Skills required to perform successfully in this position were the athletic development of university level athletes communicating tasks both verbally and orally, goal setting, time management of both school and coaching duties, creating and enforcing team policies, and organization of team travel.

**Other Service**

2013	Surveyor World Figure Skating Championships
2012	Western University Convocation Usher
2012	Synchro Swim Ontario Judge
2012	Synchro Swim Ontario Training and Development Committee
2012	National Coaching Certificate Program, Comp Intro Instructor and Evaluator (sport specific)
2006	Regional Representative at Synchro Ontario Leadership Conference
2005	Meet Manager National Championships, Canadian University Synchronized Swimming League
2004	Score Keeper at NBA Hoop-It-Up Toronto Tournament

2004	Support Volunteer at Mississauga Marathon
2004	CIS Championship Wrestling, Brock University, Team Alberta Host
2003	Volunteer Coordinator of Canadian University Synchronized Swimming League Championships
2003-2004	Brock Minor Hockey Outreach Program Coordinator
2002-2004	Vice President of Brock Athletic Marketing Team Activities